



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 2011 school year

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Executive Summary

The Research Division of the Ministry of Education conducts the *Survey of Staffing* annually to provide the Ministry with a snapshot of the number of entitlement staffing vacancies¹ and re-advertised vacancies in schools at the start of Term 1. In 2011, the survey was completed by 90% of all state and state-integrated schools.

Vacancies in New Zealand schools at the beginning of the 2011 school year represented just 0.5% of all entitlement positions. Although the proportion of teacher vacancies had increased slightly compared with last year (0.4% in 2010), there were still fewer vacancies than had been in the 2004-2009 period (0.8% in 2009, 0.9% in 2005 to 2008 and 1.1% in 2004).

Different patterns in teacher vacancies over the past three years were evident for primary and secondary schools. Vacancies in primary schools decreased for the third consecutive year (0.4% in 2011, 0.5% in 2010 and 0.7% in 2009). Over the past eight years, the proportion of vacancies in the primary sector has been consistently trending downward. Vacancies in secondary schools (0.6% in 2011) were slightly higher than they were last year (0.4% in 2010). Despite this increase, vacancies in secondary schools remained lower than they had been at any time between 2004 and 2009 (0.8% in 2009, 1.1% in 2008, 1.0% in 2005-2007 and 1.4% in 2004). The subject areas with the highest number of vacancies in secondary schools were mathematics and statistics and Māori (Te Reo Māori and Māori Medium/bilingual).

Re-advertised positions in schools are considered to be an indication of 'hard-to-staff' positions. In 2011, just over one-third (39%) of all entitlement vacancies at the beginning of Term 1 had been re-advertised. These re-advertised vacancies represented 0.2% of all FTTE entitlement positions, a slight increase from 0.1% in 2010. Consistent with ongoing trends, vacancies and re-advertised vacancies (as a proportion of all entitlement positions) were greatest in rural schools (population <1,000), schools with the highest proportion of Māori students on their roll, and low decile schools (1-3).

The survey also examined other sources of teacher supply for New Zealand schools, including the recruitment of first and second year (beginning) teachers and overseas-trained teachers. Consistent with previous years, just over half (53%) of primary schools and the majority (83%) of secondary schools had first and/or second year beginning teachers on their staff in 2011. Beginning teachers in the primary sector have declined in number over the past four years. Beginning teachers comprised 7.1% of the teaching population in primary schools in 2011 (compared with 7.8% in 2010, 8.6% in 2009, and 9.3% in 2008). The number of beginning teachers in the secondary sector has fluctuated over the last four years (7.2% of the teaching population in 2001, 6.6% in 2010, 6.2% in 2009 and 7.6% in 2008).

The number of overseas-trained teachers has also been trending downward. In 2011, primary and secondary schools employed 422 overseas-trained teachers who began teaching in New Zealand in 2010 or 2011. This is a notable decrease in the equivalent number of overseas-trained teachers from 2010/2009 (537 teachers) and 2009/2008 (693 teachers).

¹ Entitlement staffing vacancies are 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 school year.

Section 1: Introduction

Background

Monitoring teacher supply and demand is a major focus for the Ministry of Education. The Ministry monitors the teacher supply and demand situation in a variety of ways. These include monitoring advertisements in the *Education Gazette* and information received from the March roll returns², analysing population trends and teacher loss rates³, and carrying out the *Survey of Staffing* in all state and state-integrated schools at the beginning of the school year.

The Research Division has carried out the *Survey of Staffing* since 1997. The aim of the survey is to provide a snapshot of the staffing situation in schools at the start of Term 1. This report is a continuation of this annual series and outlines the staffing situation in New Zealand schools in 2011.

Method and response rates

As with previous years, information was sought on the staffing situation in schools at the beginning of the school year. Both primary and secondary principals were asked to complete a short survey outlining the situation in their schools as at their first day of school in 2011.

The 2011 survey asked principals to provide information on:

- the number of entitlement vacancies and re-advertised vacancies in their school at the beginning of the school year
- the subject areas in which any of their vacancies occurred (answered by secondary principals only)
- the number of vacancies that were for Māori medium/bilingual or Pasifika bilingual teachers (answered by primary principals only)
- the number of positions where an appointment had been made but the appointee was unable to start at the beginning of Term 1
- whether or not they had advertised for a permanent teacher (Scale A classroom teachers for primary schools, and various subject teachers⁴ for secondary schools) in the past six months. If so, how many New Zealand-trained teachers applied for the position, and whether an appointment was made
- the availability of relief teachers (ie, whether there were any days during terms 3 and 4 in 2010 when schools needed a day relief teacher, but no relief teachers were available) and the availability of relief teachers with specialist language skills
- the number of relatively new overseas-trained teachers as well as the number of first and second year beginning teachers who were teaching in their school.

² These returns are managed by the Education Information and Analysis Division of the Ministry of Education.

³ These analyses are also managed by the Education Information and Analysis Division of the Ministry of Education.

⁴ Subjects included: English; Te Reo Māori; chemistry; physics; general science; mathematics and statistics; health and physical education; and technology

Schools either completed the survey online or on a paper copy which was posted back to the Research Division. They were asked to respond to the survey by the end of February. The 2011 survey was completed by 90% of all schools (Table 1), which is slightly lower than in previous years. However, the Christchurch earthquake on February 22nd caused major disruptions to schools in the Canterbury region, as well as those in other areas. The decision was made not to follow up with schools who hadn't responded to the survey after this event. This may partially account for the low response rate relative to previous years.

Table 1: Response Rates

	Primary ^a	Secondary ^b	Total
Number of schools surveyed	2,026	435	2,461
Number of schools that responded	1,837	381	2,218
Percentage of schools that responded	90.7	87.6	90.1

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

^b Secondary includes composite (year 1-15) and secondary (both years 7-15 & 9-15) schools.

Table 2 presents the number of schools that have responded to the vacancy surveys since 2004, and the number of entitlement positions in those schools (expressed as full-time teacher equivalents, FTEs).

The total number of entitlement positions in responding schools has changed over the years. The number of entitlement positions is formula driven and derived from schools' year level rolls, which vary from year to year. The decrease in entitlement positions observed in 2011, however, most likely reflects the decrease in the number of schools that responded to the survey. Policy changes can also influence the number of entitlement positions in schools. For example, the increase in entitlement positions between 2008 and 2009 was reflective of the reduction in the teacher: student ratio for Year 1 students and for Māori immersion levels 1 and 2 during this time.

Table 2: Number of responding schools and the entitlement positions^a (FTEs^b) within these schools (2004-2011)

	Primary							
	2004	2005	2006	2007	2008	2009	2010	2011
Number of schools that responded	2,026	1,919	1,898	1,955	1,924	1,959	1,946	1,837
Entitlement positions within schools that responded to the survey (FTE) ^c	22,923	21,710	22,360	23,216	22,848	25,179	25,250	23,700
	Secondary							
	2004	2005	2006	2007	2008	2009	2010	2011
Number of schools that responded	379	382	382	384	393	388	402	381
Entitlement positions within schools that responded to the survey (FTE) ^c	16,082	17,641	18,154	18,209	18,479	18,064	18,583	17,965
	Total							
	2004	2005	2006	2007	2008	2009	2010	2011
Number of schools that responded	2,405	2,301	2,280	2,339	2,317	2,347	2,348	2,218
Entitlement positions within schools that responded to the survey (FTE) ^c	39,005	39,351	40,514	41,425	41,327	43,243	43,833	41,665

^a Entitlement positions for the 2011 school year are based on provisional data for those schools that responded. The entitlement figures are obtained from the Resourcing Division, Ministry of Education. These figures are confirmed after the annual March 1 roll return data are compiled.

^b Full-time teacher equivalents.

^c Note, the drop in the number of entitlement positions in 2011 is due to slightly fewer schools responding to the survey.

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 2011 school year. It does not account for population trends that might impact future teacher demand (eg, fluctuations in the number of births) nor does it account for other factors that can impact teacher supply (such as characteristics of the teaching population, number of students studying for a qualification). This report should therefore not be used in isolation to predict the staffing situation in the future.
- The survey is only sent to schools and thus the report does not address the staffing situation in early childhood education services.
- 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 was beyond the scope of the survey in its present format to collect information on these vacancies.
- Throughout the report, vacancies and re-advertised vacancies are analysed as a proportion of all entitlement positions. Entitlement positions for the 2011 year are based on provisional data for the schools that responded. The entitlement figures are obtained from the Resourcing Division of the Ministry of Education and are confirmed after the annual March 1 roll return data are compiled.
- 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.

The staffing situation in New Zealand schools at the start of the 2011 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 attending 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.

How many vacancies were there on the first day of school in 2011?

Schools that responded to the survey reported a national total of 193.8 full-time teacher equivalent (FTTE) vacancies at the start of Term 1 2011. These vacancies represented just 0.5% of all FTTE entitlement positions in these schools. Although there was a marginal increase in entitlement vacancies compared with last year (0.4% in 2010), the percentage of vacant positions remained lower than that recorded in any year between 2004 and 2009.

Again, an analysis by sector highlighted differences for primary and secondary schools. Vacant entitlement positions in primary schools continued to trend downwards for the third year running (from 0.7% of all FTTE entitlement positions in 2009, 0.5% in 2010 and 0.4% in 2011). The percentage of vacant entitlement positions in secondary schools increased slightly from 0.4% in 2010 to 0.6% in 2011, but did not reach the level recorded in any of the years between 2004 and 2009.

The drop in overall teacher vacancies over the past two years may reflect the continuing impact of the economic recession and subsequent tightening of the New Zealand and global labour market.

How many schools had vacancies on the first day of school in 2011?

Entitlement vacancies at the start of the 2011 school year were spread across 7.8% of schools. This is similar to the percentage of schools with vacancies in 2010 (7.7%), and lower than the percentage of schools with vacancies in any previous year of the 2004-2009 period (see Table 3).

When analysed by sector, differences again emerged for primary and secondary schools. The percentage of primary schools with entitlement vacancies continued to trend downwards from 2004 and was at an all time low in 2011 (5.2%). In comparison, there was an increase in the percentage of secondary schools with entitlement vacancies from 16.2% in 2010 to 19.9% in 2011. Despite this increase, vacancies in secondary schools were lower than they were in any previous year of the 2004-2009 period.

Table 3: Vacancies (FTTE) as at the beginning of the school year (2004-2011)

	Primary							
	2004	2005	2006	2007	2008	2009	2010	2011
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	197.0	189.1	188.3	173.0	170.6	180.7	114.2	90.3
- percentage of vacant entitlement positions (%)	0.9	0.9	0.8	0.7	0.7	0.7	0.5	0.4
<i>Schools with vacancies</i>								
- number	171	184	186	167	162	166	116	96
- percentage of responding schools (%)	8.4	9.6	9.8	8.5	8.4	8.5	6.0	5.2
<i>Schools with at least one FTTE vacancy</i>								
- number	142	146	149	138	122	140	89	73
- percentage of responding schools (%)	7.0	7.6	7.9	7.1	6.3	7.1	4.6	4.0
	Secondary							
	2004	2005	2006	2007	2008	2009	2010	2011
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	227.3	173.7	180.9	189.9	201.0	148.9	71.4	103.5
- percentage of vacant entitlement positions (%)	1.4	1.0	1.0	1.0	1.1	0.8	0.4	0.6
<i>Schools with vacancies</i>								
- number	147	120	120	135	129	106	65	76
- percentage of responding schools (%)	38.8	31.4	31.4	35.2	32.8	27.3	16.2	19.9
<i>Schools with at least one FTTE vacancy</i>								
- number	128	103	105	114	113	92	52	66
- percentage of responding schools (%)	33.8	27.0	27.5	29.7	28.8	23.7	12.9	17.3
	All Schools							
	2004	2005	2006	2007	2008	2009	2010	2011
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	424.3	362.8	369.2	362.9	371.6	329.5	185.6	193.8
- percentage of vacant entitlement positions (%)	1.1	0.9	0.9	0.9	0.9	0.8	0.4	0.5
<i>Schools with vacancies</i>								
- number	318	304	306	302	291	272	181	172
- percentage of responding schools (%)	13.2	13.2	13.4	12.9	12.6	11.6	7.7	7.8
<i>Schools with at least one FTTE vacancy</i>								
- number	270	249	254	252	235	232	141	139
- percentage of responding schools (%)	11.2	10.8	11.1	10.8	10.1	9.9	6.0	6.3

Re-advertised vacancies

In the annual *Survey of Staffing*, a 're-advertised position' is defined as *any position which had been advertised nationally more than once with no appointment being made after the first time advertised*. Re-advertising is considered to be an indication that the position is hard to staff.

What proportion of entitlement positions were vacancies that had been re-advertised?

In 2011, re-advertised vacancies represented 0.2% of all FTTE entitlement positions in schools that responded to the survey (Table 4).

For primary schools there was no change in the percentage of re-advertised vacancies from 2010 (both 0.1%). Primary schools with re-advertised positions represented just 1.3% of all primary schools that responded.

There was a slight increase in the percentage of re-advertised positions in secondary schools compared with the previous year (from 0.1% in 2010 to 0.3% in 2011). Secondary schools with re-advertised positions represented 11.0% of all secondary schools that responded (slightly up from 6.0% in 2010). The proportion of secondary schools with re-advertised vacancies was lower than it had been in any year between 2004 and 2009.

Table 4: Re-advertised vacancies (FTTE) at the beginning of the school year (2004-2011)

	Primary							
	2004	2005	2006	2007	2008	2009	2010	2011
<i>Re-advertised positions (FTTE)</i>								
- number	40.4	55.2	41.5	47.3	69.7	73.4	34.9	21.6
- percentage of entitlement positions (%)	0.2	0.3	0.2	0.2	0.3	0.3	0.1	0.1
<i>Schools with re-advertised positions</i>								
- number	37	55	42	46	72	69	37	24
- percentage of responding schools (%)	1.8	2.9	2.2	2.4	3.7	3.5	1.9	1.3
	Secondary							
	2004	2005	2006	2007	2008	2009	2010	2011
<i>Re-advertised positions (FTTE)</i>								
- number	116.0	82.0	74.2	100.6	120.2	67.4	26.1	53.2
- percentage of entitlement positions (%)	0.7	0.5	0.4	0.6	0.7	0.4	0.1	0.3
<i>Schools with re-advertised positions</i>								
- number	87	63	61	81	82	54	24	42
- percentage of responding schools (%)	23.0	16.5	16.0	21.1	20.9	13.9	6.0	11.0
	All Schools							
	2004	2005	2006	2007	2008	2009	2010	2011
<i>Re-advertised positions (FTTE)</i>								
- number	156.4	137.2	115.7	147.9	190.0	140.8	61.0	74.8
- percentage of entitlement positions (%)	0.4	0.3	0.3	0.4	0.5	0.3	0.1	0.2
<i>Schools with re-advertised positions</i>								
- number	124	118	103	127	154	123	61	66
- percentage of responding schools (%)	5.2	5.1	4.5	5.4	6.6	5.2	2.6	3.0

What proportion of all vacancies in 2011 had been re-advertised?

In 2011, 39% of all entitlement vacancies in schools at the beginning of Term 1 had been re-advertised (see Appendix Table 1). While this is slightly higher than the 33% recorded in 2010, it remained lower than the percentage of re-advertised vacancies recorded in 2009 (43%) and 2008 (51%). Over the past two years, the proportion of re-advertised vacancies in primary schools has decreased steadily. Re-advertised vacancies in secondary schools, however, increased to 51% in 2011, after having decreased in 2009 and 2010.

Characteristics of schools with vacancies and re-advertised vacancies

Table 5 provides a breakdown of the schools with vacancies and re-advertised vacancies at the beginning of the 2011 school year by locality (rural and urban), decile and concentration of Māori students.

As a proportion of all entitlement positions, vacancies and re-advertised 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).

These results continue the trends identified in previous surveys (see Appendix Table 2 for 2010 results).

Table 5: Distribution of vacancies and of re-advertised positions in 2011, by school characteristics^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTE)		Schools		Positions (FTE)	
	N	%	N	%	N	%	N	%
All schools	172	7.8	193.8	0.5	66	3.0	74.8	0.2
<i>Locality</i>								
Main Urban (population > 30,000)	82	7.0	97.8	0.3	22	1.9	26.2	0.1
Secondary Urban (10,000 to 30,000)	11	7.6	10.0	0.3	5	3.4	3.6	0.1
Minor Urban (1,000 to 9,999)	28	10.4	36.3	0.7	17	6.3	21.3	0.4
Rural (< 1,000)	51	8.1	49.8	1.4	22	3.5	23.7	0.7
<i>Māori Roll (quartiles)</i>								
0% to <10.3%	35	6.3	41.1	0.3	13	2.3	14.6	0.1
10.3% to <18.9%	40	7.3	42.5	0.4	16	2.9	16.5	0.1
18.9% to <37.5%	38	6.9	43.3	0.4	11	2.0	11.7	0.1
37.5% to 100%	59	10.6	66.9	0.9	26	4.7	32.0	0.4
<i>Socio-economic indicator</i>								
Deciles 1–3	66	9.9	80.3	0.7	27	4.0	36.0	0.3
Deciles 4–7	68	7.7	71.9	0.4	25	2.8	25.2	0.2
Deciles 8–10	38	5.7	41.6	0.3	14	2.1	13.6	0.1

^a Percentages in the first and third columns (ie, the 'Schools' columns) are based on the total number of schools that responded to the 2011 survey (n=2,218), and percentages in the second and fourth columns (ie, the 'Positions' columns) are based on the total number of provisional entitlement positions in these schools.

Geographical location of schools with vacancies and re-advertised vacancies

Table 6 provides details of vacancies and re-advertised vacancies for 2010 and 2011 in each of the Ministry of Education local office areas. These figures provide an indication of whether schools in particular regions of New Zealand experience more or less difficulty appointing staff than those in other regions.

In 2011, the Whangarei area had the highest proportion of vacancies (0.9%) relative to all entitlement positions in that region (up from 0.7% in 2010). The Whangarei area also had the highest proportion of re-advertised positions (0.4%, up from 0.3% in 2010).

While most areas experienced only minor shifts in the proportion of entitlement vacancies between 2010 and 2011, the Nelson area recorded a decrease from 0.9% of vacant positions to 0.5%. Compared with 2010, minor increases in the proportion of re-advertised positions were recorded across most North Island regions (Auckland North and Whanganui excluded). In the South Island, the Christchurch region recorded a minor increase while Nelson and Invercargill recorded a slight decrease. No change was recorded in Dunedin. Regional data extending back to 2007 is available in Appendix Table 3.

Table 6: Regional distribution (according to Ministry of Education local office areas) of vacancies and of re-advertised positions 2010 and 2011

Ministry of Education local office areas	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2010		2011		2010		2011	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	13.8	0.7	16.1	0.9	4.8	0.3	7.0	0.4
Auckland North	16.6	0.2	15.5	0.3	7.1	0.1	3.0	0.1
Auckland South	22.4	0.3	39.3	0.4	6.5	0.1	16.5	0.2
Hamilton	22.4	0.6	21.6	0.6	8.6	0.2	9.9	0.3
Rotorua	11.3	0.3	17.5	0.5	3.0	0.1	6.2	0.2
Whanganui	16.1	0.5	12.2	0.4	6.0	0.2	3.0	0.1
Napier	11.3	0.5	11.2	0.5	4.9	0.2	6.5	0.3
Wellington	24.3	0.5	22.3	0.5	4.4	0.1	8.6	0.2
Nelson	15.6	0.9	8.5	0.5	3.6	0.2	2.0	0.1
Christchurch	20.7	0.4	22.5	0.5	7.5	0.1	9.9	0.2
Dunedin	7.0	0.4	4.7	0.3	2.0	0.1	1.2	0.1
Invercargill	4.1	0.4	2.4	0.2	2.6	0.2	1.0	0.1
Total	185.6	0.4	193.8	0.5	61.0	0.1	74.8	0.2

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

Subject vacancies

Primary schools – Māori Medium/bilingual

Primary schools were asked if any of their vacancies were for Māori medium/bilingual teachers. In total, there were 10.9 FTTE vacancies for Māori medium/bilingual teachers (representing 0.2% of all FTTE entitlement positions in schools that offer Māori medium education). These figures are slightly lower than those reported in 2010 (0.4% of entitlement positions in Māori medium schools). These vacancies were in full immersion and bilingual schools as well as schools that offer immersion and bilingual classes.

Primary schools – Pasifika Medium/bilingual

Primary schools were also asked if any of their vacancies were for Samoan, Tongan or Cook Island bilingual teachers. In total there were 2 FTTE vacancies for Samoan bilingual teachers. These vacancies represented 0.2% of all FTTE entitlement positions in Pasifika medium education schools (compared with 0.1% in 2010). There were no reported vacancies for Tongan and Cook Island bilingual teachers.

Secondary schools

Secondary schools were asked to classify the subject areas in which their vacancies occurred, to establish whether there was a concentration of vacancies in particular subject areas. Table 7 presents this information for both 2011 and 2010.

In 2011, mathematics and statistics vacancies made up the greatest proportion of all vacancies in secondary schools. At the beginning of the 2011 school year, there were 17.5 FTTE vacancies in mathematics and statistics, representing 16.9% of all vacancies in secondary schools (an increase from 12.9% in 2010). Vacancies for Māori-medium teachers (Te Reo Māori and Māori medium/bilingual) made up the second highest proportion of vacancies at 13.5% (up from 8.1% in 2010).

Increases in the proportion of vacancies compared with 2010 were also observed in health and physical education (from 2% in 2010 to 6.2% in 2011) and in two science subjects — physics (from 0% in 2010 to 3.4% in 2011) and chemistry (from 0% in 2010 to 2.1% in 2011).

The notable decreases in the percentage of FTTE vacancies were observed in English (20.7% of all FTTE vacancies in 2010 to 10% in 2011) and technology subjects (from 13.7% in 2010 to 10.5% in 2011).

Table 7: Subjects in which there were vacancies in secondary schools at the beginning of the 2010 and 2011 school years

Subjects	Number of FTTE vacancies in 2010	Percentage of total FTTE vacancies in 2010 (%)	Number of FTTE vacancies in 2011	Percentage of total FTTE vacancies in 2011 (%)
Mathematics & statistics	9.2	12.9	17.5	16.9
Māori (Total)	5.8	8.1	14.0	13.5
Māori (Te Reo)	2.8	3.9	7.5	7.3
Māori medium / bilingual	3.0	4.2	6.5	6.3
Technology (Total)	9.8	13.7	10.9	10.5
Graphics	1.2	1.7	1.9	1.8
Resistant materials	3.5	4.9	3.5	3.4
Electronics	0.0	0.0	0.0	0.0
Food technology	2.6	3.6	2.5	2.4
Textiles	1.1	1.5	0.0	0.0
Design	0.0	0.0	1.0	1.0
Bio and chemical related technology	0.0	0.0	1.0	1.0
Programming and computer science	0.2	0.3	1.0	1.0
Digital information	0.2	0.3	0.0	0.0
Digital infrastructure	0.0	0.0	0.0	0.0
Digital media	1.0	1.4	0.0	0.0
Sciences (Total)	6.7	9.3	10.5	10.1
General science	4.1	5.7	4.8	4.7
Biology	2.6	3.6	0.0	0.0
Physics	0.0	0.0	3.5	3.4
Chemistry	0.0	0.0	2.2	2.1
English	14.8	20.7	10.4	10.0
Health & physical education	1.4	2.0	6.4	6.2
Social studies	5.5	7.7	6.4	6.2
Art	3.1	4.3	3.5	3.4
Commerce ^a	2.1	2.9	2.0	1.9
Music	1.9	2.7	1.3	1.3
Languages	0.9	1.3	0.9	0.9
Food & nutrition	2.2	3.1	0.6	0.6
Drama	0.9	1.3	0.2	0.2
Other / Non-subject specific ^b	7.2	10.1	18.9	18.3
Total ^c	71.4	100.0	103.5	100.0

^a Commerce includes business studies, economics and enterprise studies.

^b Other/non-subject specific mainly included management positions (7.0 FTTEs), teachers working in special education and ESOL (5.7 FTTEs), and general studies in Years 7 and 8 (3.0 FTTEs).

^c Due to rounding, percentages may not add up to 100%.

Availability of Relief teachers

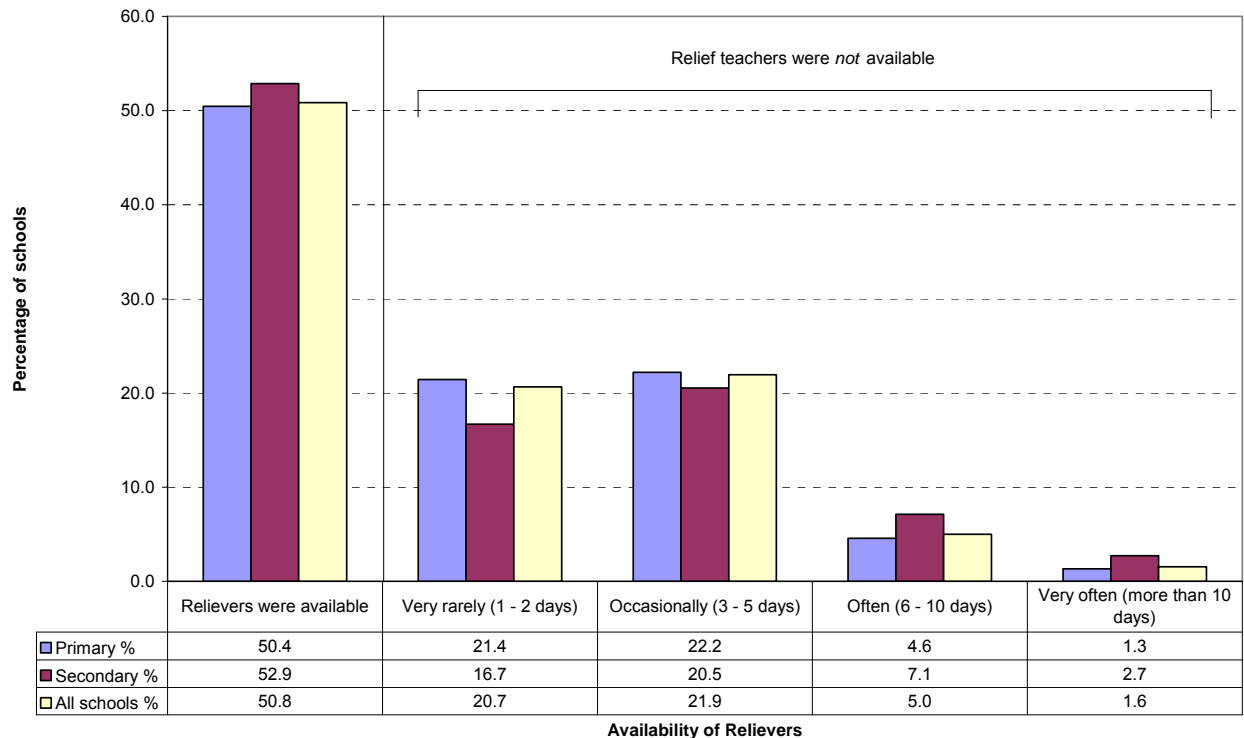
Principals in both primary and secondary schools were asked if there were any days during terms 3 and 4 in 2010 when they needed a day relief teacher but no relief teachers were available. If this was the case, principals were asked to indicate if this situation occurred very rarely (1-2 days), occasionally (3-5 days), often (6-10 days) or very often (more than 10 days).

As shown in Figure 1, half of all schools (51%) indicated that they had no difficulties sourcing day relief teachers (same as 51% recorded in 2010, Appendix Figure 1). Principals of secondary schools were more likely to indicate having no difficulty sourcing day relief teachers (53%) than principals of primary schools (50%).

In cases where no relief teachers were available, most principals indicated that this situation occurred either very rarely (21% of total) or occasionally (22% of total) during terms 3 and 4 in 2010.

Schools from main urban areas (population >30,000) had less trouble sourcing day relief teachers than schools situated in rural and less populated areas of the country. For example, 42% of schools in main urban areas had days where no relief teachers were available, compared with 54% of schools in rural areas (population < 1,000), 62% of schools in minor urban areas (population 1,000 to 9,999) and 57% of schools in secondary urban areas (population 10,000 to 30,000).

Figure 1: Availability of relief teachers during terms 3 and 4 in 2010^a



^a Based on responses from 1,815 primary and 365 secondary schools.

Relief Teachers with Specialist Language Skills

Principals were also asked how easy or difficult it was for them to locate relief teachers with specialist language skills (proficiency in Te Reo Māori, Samoan, Tongan and Cook Islands). Principals were asked to indicate whether they found it easy, somewhat difficult or very difficult to find relief teachers with an adequate level of proficiency in these languages.

As shown in Table 8, only a very small number of primary and secondary schools had positions that required Pasifika language proficiency. Of those, many found it difficult to find relief teachers with a suitable level of language proficiency for the role.

The situation with regard to relief teachers proficient in Te Reo Māori was slightly different for primary and secondary schools. Two-thirds of primary schools (65%) did not have positions that required relief teachers to be proficient in Te Reo Māori. Primary schools that did have a need reported having difficulty finding suitable relief teachers (23% of primary schools found it very difficult, 9% found it somewhat difficult).

In comparison, most secondary schools (83%) had a need for relief teachers who are proficient in Te Reo Māori. The majority of these schools either found it very difficult (57% of all secondary schools) or somewhat difficult (22% of all secondary schools) to find suitable relief teachers for these positions.

Table 8: Availability of relief teachers with specialist language skills

Primary schools	Te Reo Māori %	Samoan %	Tongan %	Cook Island %
Easy to find relief teachers with these language skills	2.6	0.1	0.1	0.1
Somewhat difficult to find relief teachers with these language skills	9.0	1.7	1.0	0.7
Very difficult to find relief teachers with these language skills	23.1	6.8	6.3	6.2
Do not have positions that require proficiency in this language	65.3	91.4	92.7	93.0
Total	100.0	100.0	100.0	100.0
Secondary schools	Te Reo Māori %	Samoan %	Tongan %	Cook Island %
Easy to find relief teachers with these language skills	4.4	0.5	0.5	0.3
Somewhat difficult to find relief teachers with these language skills	21.6	3.6	2.2	2.2
Very difficult to find relief teachers with these language skills	56.7	9.6	5.5	6.3
Do not have positions that require proficiency in this language	17.3	86.3	91.8	91.2
Total	100.0	100.0	100.0	100.0

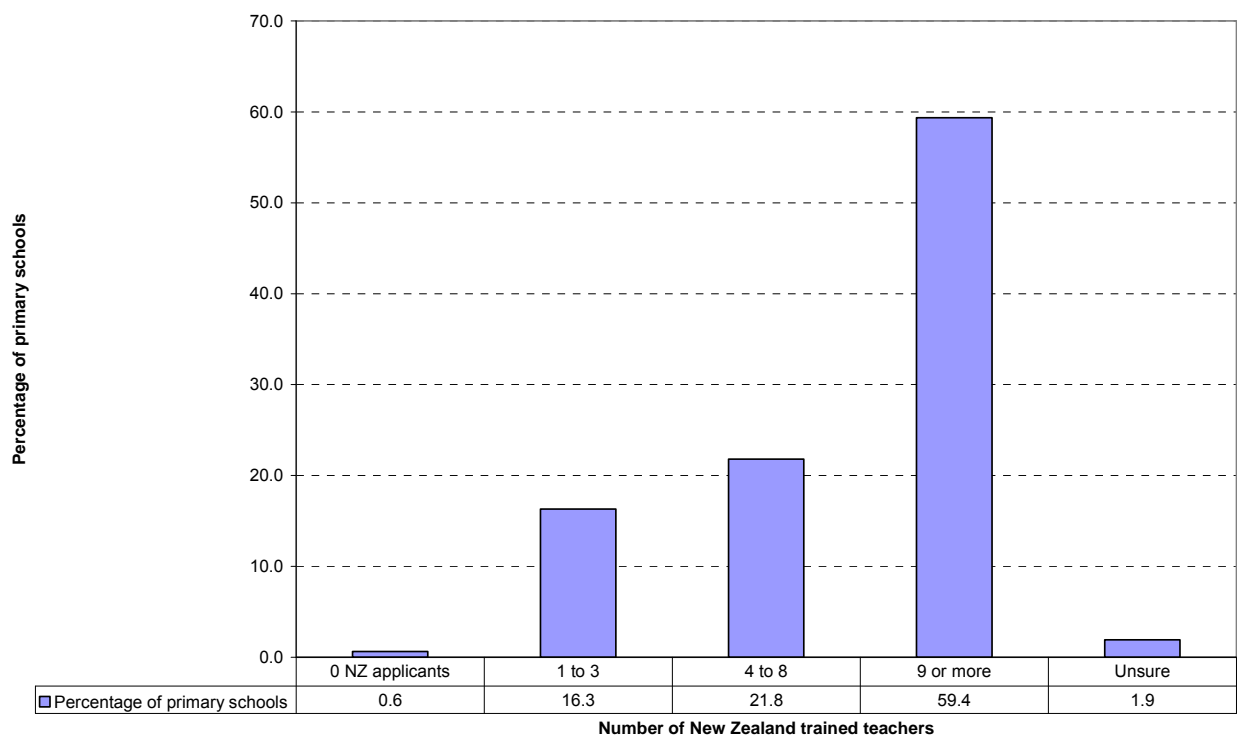
Teacher Appointments

Principals were asked to state whether they had advertised for a permanent classroom teacher in the six months prior to the survey, and if so, how many applicants were New Zealand-trained teachers. This question was introduced in 2008 as a result of anecdotal reports that some schools were having difficulty recruiting qualified teachers who were familiar with the New Zealand curriculum and teaching in the New Zealand context. Primary school principals answered this question with regard to permanent Scale A classroom teachers, while secondary school principals answered this question with regard to vacancies in the following subjects: English, Te Reo Māori, mathematics and statistics, chemistry, physics, general science, health and physical education, and technology.

Primary schools

Of primary principals that responded to the survey, 43% indicated they had advertised for a permanent Scale A classroom teacher in the past six months. In over half (59%) of these cases there were more than nine applications made by New Zealand-trained teachers, in 22% of cases, there were between four and eight applications, and in 16% of cases there were between one and three applications from New Zealand-trained teachers. Consistent with ongoing trends, appointments were made in the majority (95%) of these cases. Compared with 2010 (Appendix Figure 2), the 2011 data showed a decrease in the number of primary vacancies being advertised (47% of principals had advertised for a position in the six months prior to 2010) and an increase in the number of New Zealand-trained applicants applying for these positions (48% of positions had 9 or more New Zealand-trained applicants).

Figure 2: New Zealand-trained applicants applying for permanent Scale A classroom teacher positions at primary schools between July 2010 and January 2011



Secondary schools

Just over half (53%) of secondary principals indicated they had advertised for a permanent position in at least one of the subjects listed in Table 9 in the past six months. This figure has decreased from 68% recorded in the previous year. In 2011, vacancies in health and physical education and general science had the greatest numbers of New Zealand-trained applicants (63% had four or more New Zealand-trained applicants), followed by English (60% four or more New Zealand-trained applicants) and mathematics and statistics (52% had 4 or more New Zealand-trained applicants).

Vacancies in chemistry and physics had comparatively lower numbers of New Zealand-trained applicants. More than one in ten advertised positions in these subjects (both 13%) had no New Zealand-trained applicants. Vacancies in Te Reo Māori also had lower numbers of applicants.

Advertised vacancies in Te Reo Māori were also less likely to result in an appointment being made compared with advertised vacancies in other subjects. This is likely to be a reflection of the lower numbers of applicants for these positions. Appointments were made in at least 90% of cases for all other subjects, except physics (83%).

Table 9: Number of New Zealand-trained applicants applying for subject positions at secondary schools between July 2010 and January 2011

Number of New Zealand-trained applicants	English % (n=106)	Te Reo Māori % (n=48)	Maths & statistics % (n=99)	Health & P.E % (n=73)
0	3.8	14.6	6.1	5.5
1 to 3	34.0	72.9	41.4	27.4
4 to 8	27.4	10.4	24.2	13.7
9 or more	33.0	2.1	27.3	49.3
Unsure	1.9	0.0	1.0	4.1
TOTAL	100.0	100.0	100.0	100.0
Appointments made ^a	91.4	79.5	89.5	94.4
Number of New Zealand-trained applicants	General science % (n=59)	Chemistry % (n=30)	Physics % (n=39)	Technology % (n=71)
0	5.1	13.3	12.8	5.6
1 to 3	28.8	36.7	51.3	53.5
4 to 8	27.1	20.0	15.4	21.1
9 or more	35.6	26.7	17.9	15.5
Unsure	3.4	3.3	2.6	4.2
TOTAL	100.0	100.0	100.0	100.0
Appointments made ^a	91.5	96.4	83.3	89.7

^a Percentages based on cases that indicated whether or not an appointment was made.

Sources of Teacher Supply in 2011

The supply of teachers for New Zealand schools is dependent on a number of sources. The recruitment of first year (beginning) teachers and of overseas-trained teachers are two of these sources. Ongoing monitoring of the supply and demand for teachers in New Zealand⁵ suggests that the school sector labour market has tightened over recent years. This is likely to impact the number of beginning and overseas-trained teachers being appointed to fill vacancies.

Overseas-trained Teachers

Principals at both primary and secondary schools were asked whether their school employed any overseas-trained teachers, and, if so, to indicate the number of ‘relatively new’ overseas-trained teachers employed by the school.

For the purpose of the 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 2010 or 2011*.

The number of overseas-trained teachers being employed in state and state-integrated schools has steadily declined over the past three years⁶. In 2011, principals in primary schools reported employing 187 relatively new overseas-trained teachers (down from 248 overseas-trained teachers in 2010 and 317 in 2009). Principals in secondary schools reported employing 235 overseas-trained teachers in 2011 (compared with 289 overseas-trained teachers in 2010 and 376 in 2009; data presented in Appendix Table 4).

Table 10: The number of relatively new overseas-trained teachers (teaching at schools in 2011) and the year they began teaching in New Zealand

Overseas-trained teachers in schools as at the first day of Term 1	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began at the beginning of 2010	133	135	268
Overseas-trained teachers who began at the beginning of 2011	54	100	154
TOTAL	187	235	422

⁵ This ongoing monitoring is overseen by the Education Information and Analysis team in the Ministry of Education.

⁶ Although the number of overseas-trained teachers reported each year is influenced by the number of schools who respond to the survey, the analysis of overseas-trained teachers as a proportion of all teachers (see Table 11 and Appendix Table 5), also shows that the number of overseas-trained teachers is declining.

Table 11 provides details of the 422 overseas-trained teachers who began teaching in New Zealand in either 2010 or 2011. These teachers represented 0.9% of all primary and secondary teachers in 2011. The equivalent data for the last two years (Appendix Table 5) shows that overseas-trained teachers are decreasing in the teaching population. In 2010, relatively new overseas-trained teachers comprised 1.1% of the teaching population and 1.3% of the teaching population in 2009.

As a proportion of all teachers in state and state-integrated schools, overseas-trained teachers were:

- more likely to be employed in secondary schools and schools in main urban areas with a population greater than 30,000
- equally likely to be employed in schools with the highest and lowest proportion of Māori students on their roll;
- more likely to be employed in the lowest (1-3) decile schools.

Table 11: Characteristics of schools in which relatively new overseas-trained teachers were employed in 2011

	Schools with overseas-trained teachers		Overseas-trained teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	263	11.9	422	0.9
Primary	138	7.5	187	0.7
Secondary	125	32.8	235	1.1
<i>Locality</i>				
Main Urban (population >30,000)	190	16.2	316	0.9
Secondary Urban (10,000 to 30,000)	15	10.3	28	0.8
Minor Urban (1,000 to 9,999)	33	12.2	44	0.7
Rural (<1,000)	25	4.0	34	0.8
<i>Māori Roll (quartiles) ^b</i>				
0% to <10.3%	81	14.6	140	1.0
10.3% to <18.9%	72	13.1	105	0.8
18.9% to <37.5%	64	11.6	91	0.7
37.5% to 100%	45	8.1	85	1.0
<i>Socio-economic indicator ^c</i>				
Deciles 1-3	73	10.9	132	1.1
Deciles 4-7	98	11.1	138	0.7
Deciles 8-10	91	13.7	151	0.9

a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 22 February 2011 from those schools that responded to the survey.

b Excludes data from one school with no Māori roll information.

c Excludes data from one school with no decile information.

Beginning Teachers

Principals at both primary and secondary schools were asked to indicate whether their school had any first year beginning teachers on their staff in 2011, and if so, to indicate the number of these teachers who were eligible, and those who were not eligible, for the Beginning Teacher Time Allowance⁷ (BTTA). Although the number of first year beginning teachers employed in New Zealand schools increased slightly between 2010 and 2011, the overall trend from 2004 onwards suggests that the number of first year beginning teachers is decreasing (Table 12). In 2011, there were 1,766 first year beginning teachers employed in New Zealand schools. These teachers represented 3.6% of all primary and secondary teachers in 2011 (compared with 3.4% in 2010). Most of these teachers (N=1,605, 91%) were eligible for BTTA, although the proportion of eligible teachers was lower compared with 2010 (96%). Appendix Table 6 aggregates the equivalent data for first *and* second year beginning teachers.

Table 12: First year beginning teachers in New Zealand schools on day one of the new school year (2004-2011)

	2004	2005	2006	2007	2008	2009	2010	2011
<i>Total number of beginning teachers (headcount)</i>								
Total	2,348	2,308	2,344	2,272	2,223	2,029	1,720	1,766
Primary	1,319	1,288	1,363	1,415	1,365	1,308	1,064	970
Secondary	1,029	1,020	981	857	858	721	656	796
<i>Number of beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	2,200	2,200	2,142	2,129	2,148	1,973	1,658	1,605
Primary	1,211	1,215	1,276	1,318	1,317	1,280	1,027	906
Secondary	989	985	866	811	831	693	631	699
<i>Number of beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	148	108	202	143	75	56	62	161
Primary	108	73	87	97	48	28	37	64
Secondary	40	35	115	46	27	28	25	97
<i>Number of beginning overseas-trained teachers</i>								
Total	81	58	65	81	47	56	45	49
Primary	10	23	21	22	17	31	25	23
Secondary	71	35	44	59	30	25	20	26
<i>Total number of beginning teachers, excluding overseas-trained teachers</i>								
Total	2,267	2,250	2,279	2,191	2,176	1,973	1,675	1,717
Primary	1,309	1,265	1,342	1,393	1,348	1,277	1,039	947
Secondary	958	985	937	798	828	696	636	770

⁷ The Beginning Teacher Time Allowance (BTTA) is available to state school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. The teacher must be provisionally registered, appointed to a position for at least 10 weeks and for at least 0.5 FTTE, and be paid out of teacher salaries. BTTA has also been available for second year beginning teachers at secondary schools from 2002, and 2004 for primary schools.

Table 13 provides details of the characteristics of the schools in which first year beginning teachers were employed in 2011. First year beginning teachers comprised 3.9% of teachers in the secondary sector (compared with 3.1% in 2010) and 3.5% of teachers in the primary sector (3.6% in 2010). Secondary schools (67%) were more likely than primary schools (34%) to have employed at least one first year beginning teacher in 2011. Equivalent results for the 2010 survey are shown in Appendix Table 7.

Table 13: Characteristics of schools in which first year beginning teachers were employed in 2011

	Schools with first year beginning teachers		First year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	874	39.4	1,766	3.6
Primary	619	33.7	970	3.5
Secondary	255	66.9	796	3.9
<i>Locality</i>				
Main Urban (population > 30,000)	573	48.7	1,287	3.7
Secondary Urban (10,000 to 30,000)	69	47.6	124	3.4
Minor Urban (1,000 to 9,999)	113	41.9	182	3.1
Rural (< 1,000)	119	19.0	173	4.0
<i>Māori Roll (quartiles) ^b</i>				
0% to < 10.3%	246	44.4	561	4.1
10.3% to < 18.9%	229	41.6	482	3.6
18.9% to < 37.5%	210	38.2	377	3.0
37.5% to 100%	187	33.5	342	4.0
<i>Socio-economic indicator</i>				
Deciles 1–3	251	37.6	445	3.6
Deciles 4–7	338	38.2	682	3.6
Deciles 8–10	285	42.9	639	3.7

a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 22 February 2011, from those schools that responded to the survey.

b Excludes data from two schools with missing Māori roll information.

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 2011, and whether or not these teachers were eligible for the BTTA. Table 14 aggregates this data for first and second year beginning teachers for 2011.

Just over half (53%) of primary schools and 83% of secondary schools were employing first and/or second year beginning teachers in 2011. First and second year beginning teachers comprised 7.1% of the teaching population in primary schools and 7.2% of the teaching population in secondary schools.

Table 14: Number of first and second year beginning teachers in schools in 2011

	Schools with 1st Year Beginning Teachers		Schools with 2nd Year Beginning Teachers		Total Schools with Beginning Teachers ^a		First Year Beginning Teachers		Second Year Beginning Teachers		Total Beginning Teachers	
	Number	% of all schools	Number	% of all schools	Number	% of all schools	Number (head-count)	% of all teachers ^b	Number (head-count)	% of all teachers ^b	Number (head-count)	% of all teachers ^b
Total	874	39.4	912	41.1	1,292	58.3	1,766	3.6	1,698	3.5	3,464	7.2
Primary	619	33.7	655	35.7	976	53.1	970	3.5	1,014	3.6	1,984	7.1
Secondary	255	66.9	257	67.5	316	82.9	796	3.9	684	3.3	1,480	7.2
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>												
Total	850	38.3	875	39.4	1,253	56.5	1,605	3.3	1,551	3.2	3,156	6.5
Primary	601	32.7	627	34.1	941	51.2	906	3.2	944	3.4	1,850	6.6
Secondary	249	65.4	248	65.1	312	81.9	699	3.4	607	3.0	1,306	6.4
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>												
Total	76	3.4	88	4.0	150	6.8	161	0.3	147	0.3	308	0.6
Primary	44	2.4	59	3.2	95	5.2	64	0.2	70	0.3	134	0.5
Secondary	32	8.4	29	7.6	55	14.4	97	0.5	77	0.4	174	0.9
<i>Beginning overseas-trained teachers</i>												
Total	43	1.9	49	2.2	87	3.9	49	0.1	61	0.1	110	0.2
Primary	22	1.2	34	1.9	52	2.8	23	0.1	38	0.1	61	0.2
Secondary	21	5.5	15	3.9	35	9.2	26	0.1	23	0.1	49	0.2

^a Note that the total number of schools with beginning teachers is not a sum of the schools with first year teachers and the schools with second year teachers (first and second columns). Some of the schools have both first and second year teachers, in which case those schools would be only counted once.

^b 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 22 February 2011, from those schools that responded to the survey.

Summary

Results from the 2011 *Survey of Staffing* showed that teacher vacancies at the start of the school year represented just 0.5% of all entitlement vacancies in state and state-integrated schools. Although vacancies had increased slightly compared with the previous year, they were considerably lower than had been in any year during the 2004-2009 period. When analysed by sector, the data for 2011 show that vacancies in primary schools have been steadily declining over the past three years. In comparison, vacancies in secondary schools increased slightly in 2011, after having declined between 2009 and 2010.

Compared with the data for 2010, re-advertised positions, as a proportion of all entitlement positions, increased slightly in secondary schools but remained the same for primary schools.

The subject areas with the highest proportion of vacancies in secondary schools were mathematics and statistics and Māori language. This contrasts with trends observed in previous years, where the most vacancies were observed in English and technology subjects.

Consistent with trends identified in previous reports, vacancies and re-advertised 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) and low decile schools (deciles 1-3).

The number of relatively new overseas-trained teachers (who started teaching in New Zealand in the last two years) has steadily declined over the past three years.

Compared with the data from 2010, there was a slight increase in the proportion of beginning teachers in secondary schools and very little change in the proportion of first year beginning teachers in primary schools.

Monitoring the supply and demand of teachers remains a focus for the Ministry of Education, and will continue to be undertaken in collaboration with a range of data sources.

Appendix Tables

Appendix Table 1: Re-advertised entitlement vacancies as a proportion of all vacancies at start of Term 1

	Primary			Secondary			Total		
	FTTE vacancies	Re-advertised FTTE	% Re-advertised	FTTE vacancies	Re-advertised FTTE	% Re-advertised	FTTE vacancies	Re-advertised FTTE	% Re-advertised
2008	170.6	69.7	40.9	201.0	120.2	59.8	371.6	190.0	51.1
2009	180.7	73.4	40.6	148.9	67.4	45.3	329.5	140.8	42.7
2010	114.2	34.9	30.6	71.4	26.1	36.6	185.6	61.0	32.9
2011	90.3	21.6	23.9	103.5	53.2	51.4	193.8	74.8	38.6

Appendix Table 2: Distribution of vacancies and of re-advertised positions in 2010, by school characteristics^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	181	7.7	185.6	0.4	61	2.6	61.0	0.1
<i>Locality</i>								
Main Urban (population > 30,000)	89	7.2	95.1	0.3	25	2.0	24.7	0.1
Secondary Urban (10,000 to 30,000)	19	12.3	21.0	0.6	7	4.5	7.6	0.2
Minor Urban (1,000 to 9,999)	31	11.2	33.8	0.7	13	4.7	14.3	0.3
Rural (< 1,000)	42	6.2	35.7	0.9	16	2.3	14.4	0.4
<i>Māori Roll (quartiles)</i>								
0% to <10.2%	36	6.2	36.8	0.3	10	1.7	10.7	0.1
10.2% to <19.0%	38	6.5	35.6	0.3	12	2.0	10.1	0.1
19.0% to <37.5%	46	7.9	48.2	0.4	15	2.6	14.1	0.1
37.5% to 100%	61	10.3	65.0	0.8	24	4.1	26.1	0.3
<i>Socio-economic indicator</i>								
Deciles 1–3	66	9.3	68.5	0.6	25	3.5	25.7	0.2
Deciles 4–7	74	7.8	76.9	0.4	24	2.5	23.0	0.1
Deciles 8–10	41	5.9	40.2	0.3	12	1.7	12.3	0.1

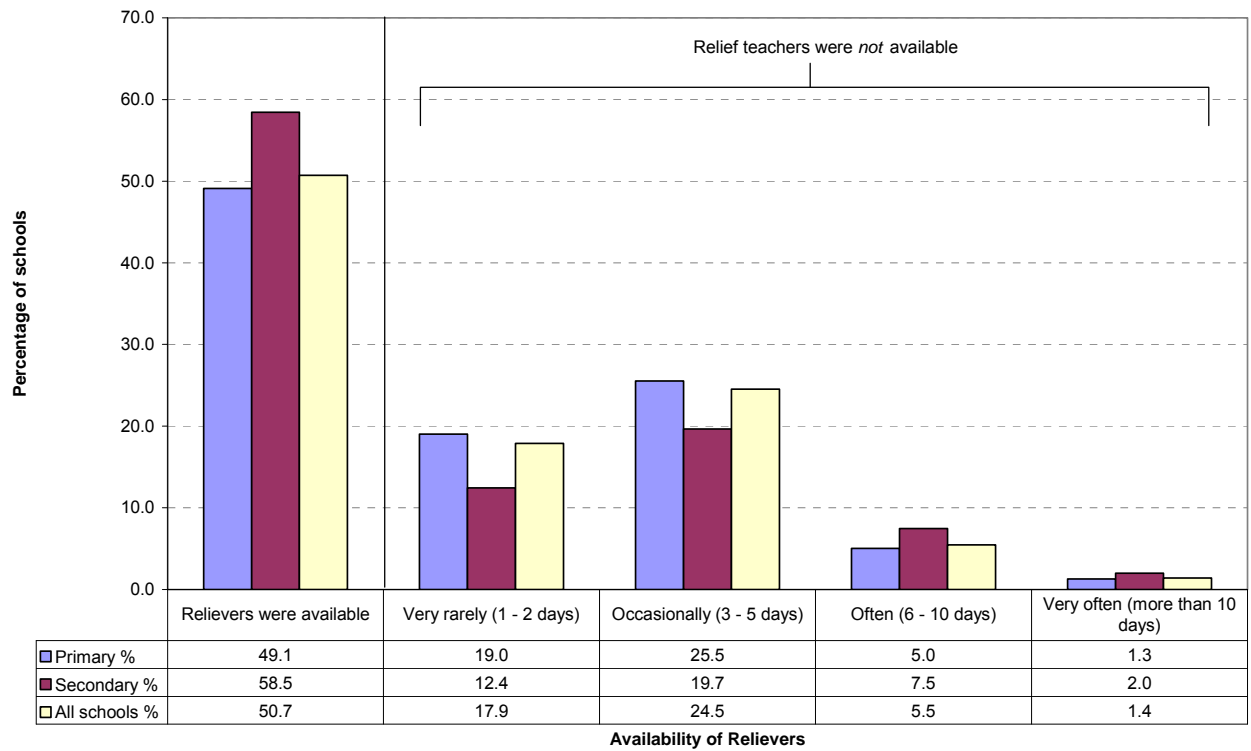
^a Note that percentages in the first and third columns (ie, the 'Schools' columns) of figures in this table are based on the total number of schools that responded to the 2010 survey (n=2,348), and percentages in the second and fourth columns (ie, the 'Positions' columns) are based on the total number of provisional entitlement positions in these schools.

Appendix Table 3: Regional distribution of vacancies and of re-advertised positions for the five-year period 2007-2011

Entitlement vacancies										
Ministry of Education local office areas	2007		2008		2009		2010		2011	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	26.7	1.6	21.9	1.2	19.4	1.1	13.8	0.7	16.1	0.9
Auckland North	44.1	1.0	31.9	0.7	23.8	0.5	16.6	0.2	15.5	0.3
Auckland South	60.5	0.7	67.6	0.8	67.6	0.8	22.4	0.3	39.3	0.4
Hamilton	41.5	1.1	30.5	0.8	44.0	1.1	22.4	0.6	23.6	0.6
Rotorua	23.9	0.8	28.9	0.9	21.8	0.7	11.3	0.3	17.5	0.5
Whanganui	32.0	1.0	50.6	1.5	13.5	0.4	16.1	0.5	12.2	0.4
Napier	23.6	1.0	14.6	0.6	22.3	0.9	11.3	0.5	11.2	0.5
Wellington	39.7	0.9	54.0	1.2	56.2	1.2	24.3	0.5	22.3	0.5
Nelson	14.7	0.8	14.5	0.8	16.0	0.9	15.6	0.9	8.5	0.5
Christchurch	40.4	0.8	32.3	0.6	29.7	0.6	20.7	0.4	20.5	0.4
Dunedin	5.6	0.3	9.6	0.5	10.0	0.5	7.0	0.4	4.7	0.3
Invercargill	10.2	1.0	15.2	1.4	5.2	0.5	4.1	0.4	2.4	0.2
Total	362.9	0.9	371.6	0.9	329.5	0.8	185.6	0.4	193.8	0.5
Re-advertised vacancies										
Ministry of Education local office areas	2007		2008		2009		2010		2011	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	15.3	0.9	17.9	1.0	9.4	0.6	4.8	0.3	7.0	0.4
Auckland North	10.0	0.2	9.5	0.2	8.0	0.2	7.1	0.1	3.0	0.1
Auckland South	22.2	0.3	44.8	0.6	40.3	0.5	6.5	0.1	16.5	0.2
Hamilton	17.0	0.5	8.8	0.2	21.5	0.6	8.6	0.2	9.9	0.3
Rotorua	9.6	0.3	10.9	0.3	8.0	0.2	3.0	0.1	6.2	0.2
Whanganui	13.3	0.4	26.2	0.8	7.1	0.2	6.0	0.2	3.0	0.1
Napier	10.2	0.4	7.8	0.3	9.0	0.4	4.9	0.2	6.5	0.3
Wellington	21.7	0.5	34.8	0.7	20.6	0.4	4.4	0.1	8.6	0.2
Nelson	5.6	0.3	6.7	0.4	4.0	0.2	3.6	0.2	2.0	0.1
Christchurch	15.8	0.3	9.5	0.2	9.3	0.2	7.5	0.1	9.9	0.2
Dunedin	3.0	0.2	4.0	0.2	3.5	0.2	2.0	0.1	1.2	0.1
Invercargill	4.2	0.4	9.1	0.9	0.0	0.0	2.6	0.2	1.0	0.1
Total	147.9	0.4	190.0	0.5	140.8	0.3	61.0	0.1	74.8	0.2

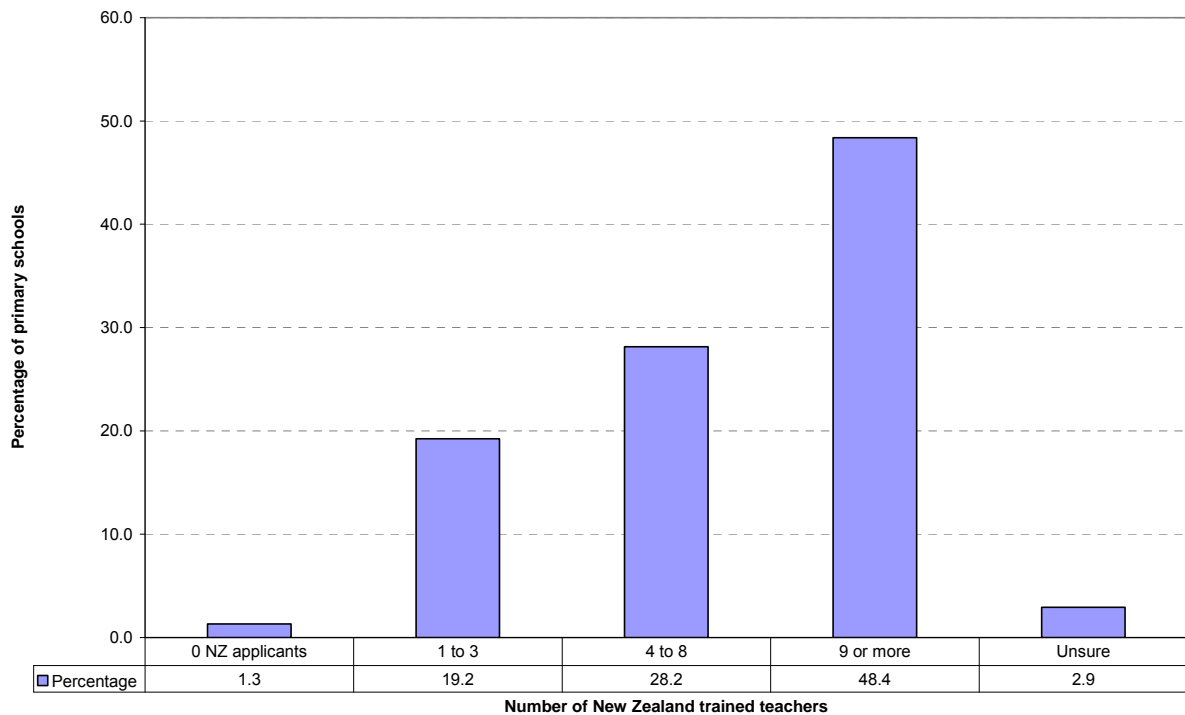
^a Percentage of provisional entitlement positions (FTTE) in schools that responded to the survey.

Appendix Figure 1: Availability of relief teachers during terms 3 and 4 in 2009^a



^a Based on responses from 1,946 primary and 402 secondary schools

Appendix Figure 2: Number of New Zealand-trained applicants applying for permanent Scale A classroom teacher positions at primary schools between July 2009 and January 2010



Appendix Table 4: The number of relatively new overseas-trained teachers (teaching at schools in 2010 and 2009) and the year they began teaching in New Zealand

Overseas-trained teachers teaching at schools in 2009			
	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began in 2008	209	209	418
Overseas-trained teachers who began in 2009	108	167	275
TOTAL	317	376	693
Overseas-trained teachers teaching at schools in 2010			
	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began in 2009	169	178	347
Overseas-trained teachers who began in 2010	79	111	190
TOTAL	248	289	537

Appendix Table 5: Characteristics of schools in which 'relatively new'⁸ overseas-trained teachers were employed in 2009 and 2010

	2009				2010			
	Schools with overseas-trained teachers		Overseas-trained teachers		Schools with overseas-trained teachers		Overseas-trained teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a	Number	% of all schools	Number (headcount)	% of all teachers ^b
Total	383	16.3	693	1.3	308	13.1	537	1.1
Primary	227	11.6	317	1.0	168	8.6	248	0.8
Secondary	156	40.2	376	1.7	140	34.8	289	1.4
<i>Locality</i>								
Main Urban (population > 30,000)	261	21.3	497	1.3	215	17.4	398	1.1
Secondary Urban (10,000 to 30,000)	35	22.9	78	2.0	26	16.9	53	1.4
Minor Urban (1,000 to 9,999)	48	17.6	66	1.0	38	13.8	50	0.8
Rural (< 1,000)	39	5.6	52	1.0	29	4.3	36	0.7
<i>Māori Roll (quartiles)</i>								
0% to < 10.2%	123	32.1	224	5.7	96	16.6	177	1.2
10.2% to < 19.0%	105	18.0	170	1.1	90	15.3	144	1.0
19.0% to < 37.5%	100	17.0	184	1.3	85	14.6	154	1.2
37.5% to 100%	55	9.4	115	1.2	37	6.3	62	0.7
<i>Socio-economic indicator</i>								
Deciles 1–3	97	14.0	197	1.5	80	11.3	145	1.1
Deciles 4–7	149	15.7	252	1.2	119	12.6	195	0.9
Deciles 8–10	137	19.4	244	1.3	109	15.6	197	1.1

a 'Percentage of all teachers' is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 24 February 2009.

b 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 23 February 2010 from those schools that responded to the survey.

⁸ 'Relatively new' overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time within a year prior to the survey (either 2008/2009 for the 2009 survey, 2009/2010 for the 2010 survey).

Appendix Table 6: First and second year beginning teachers in New Zealand schools on day one of the new school year (2004-2011)

	2008		2009		2010		2011	
	Number (head-count)	% of all teachers ^a	Number (head-count)	% of all teachers ^a	Number (head-count)	% of all teachers ^a	Number (head-count)	% of all teachers ^a
<i>Total number of beginning teachers (headcount)</i>								
Total	4,115	8.6	4,085	7.6	3,706	7.3	3,453	7.1
Primary	2,517	9.3	2,690	8.6	2,310	7.8	1,984	7.1
Secondary	1,598	7.6	1,395	6.2	1,396	6.6	1,469	7.2
<i>Number of beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	3,930	8.2	3,915	7.3	3,539	6.9	3,153	6.5
Primary	2,394	8.8	2,577	8.2	2,217	7.5	1,858	6.7
Secondary	1,536	7.3	1,338	5.9	1,322	6.2	1,295	6.4
<i>Number of beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	185	0.4	170	0.3	167	0.3	300	0.6
Primary	123	0.5	113	0.4	93	0.3	126	0.5
Secondary	62	0.3	57	0.3	74	0.3	174	0.9
<i>Number of beginning overseas-trained teachers</i>								
Total	102	0.2	112	0.2	100	0.2	110	0.2
Primary	36	0.1	62	0.2	52	0.2	61	0.2
Secondary	66	0.3	50	0.2	48	0.2	49	0.2
<i>Total number of beginning teachers, excluding overseas-trained teachers</i>								
Total	4,013	8.3	3,973	7.4	3,606	7.1	3,343	6.9
Primary	2,481	9.2	2,628	8.4	2,258	7.6	1,923	6.9
Secondary	1,532	7.3	1,345	6.0	1,348	6.3	1,420	6.9

a 'Percentage of all teachers' is based on the headcount of teachers on the payroll at the time of data collection, from those schools that responded to the survey.

Appendix Table 7: Characteristics of schools in which beginning first year teachers were employed in 2010

	Schools with first year beginning teachers		First year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	946	40.3	1,720	3.4
Primary	686	35.3	1,064	3.6
Secondary	260	64.7	656	3.1
<i>Locality</i>				
Main Urban (population > 30,000)	631	51.1	1,264	3.5
Secondary Urban (10,000 to 30,000)	67	43.5	118	3.1
Minor Urban (1,000 to 9,999)	116	42.0	176	3.0
Rural (< 1,000)	132	19.4	162	3.2
<i>Māori Roll (quartiles) ^b</i>				
0% to < 10.2%	246	42.6	471	3.3
10.2% to < 19.0%	260	44.1	503	3.5
19.0% to < 37.5%	249	42.6	446	3.4
37.5% to 100%	190	32.1	299	3.3
<i>Socio-economic indicator</i>				
Deciles 1–3	273	38.6	461	3.6
Deciles 4–7	376	39.9	675	3.3
Deciles 8–10	297	42.6	584	3.3

a 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 23 February 2010, from those schools that responded to the survey.

b Excludes data from one school with missing Māori roll information.