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Monitoring Teacher Supply

**Survey of staffing in New Zealand schools
at the beginning of the 2008 school year**

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Wāhanga Mahi Rangahau

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Executive Summary

The Research Division, Ministry of Education administers the *Teacher Vacancy Survey* annually to provide the Ministry with a snapshot of the number of entitlement staffing vacancies and re-advertised vacancies in schools at the start of Term 1. In 2008, the survey was completed by 95 percent of all state and state-integrated schools.

Results from this year's survey showed that the overall staffing vacancies in New Zealand schools at the beginning of the school year, as a proportion of all entitlement positions, remained at a similar level over the past four years (0.9%). When considering the primary and secondary sectors separately, the proportions of schools with vacancies have dropped for both sectors. However, while the proportion of vacancies to entitlement positions in the primary sector remained the same as the previous year, there was a slight increase in the proportion of vacancies at the secondary level. The subject areas with the highest number of vacancies in secondary schools were Technology, Mathematics, and English.

Re-advertised positions in schools are considered to be an indication of 'hard-to-staff' positions. This year, the proportion of re-advertised positions was higher than the past three years, and had increased for both primary and secondary schools. One in two of all the teaching vacancies in 2008 had been re-advertised. Overall, similar to the previous years, the proportions of vacancies and re-advertised positions were greatest in schools in rural localities, in schools with a higher proportion of Māori students on their roll, and in low decile schools (deciles 1–3).

The survey also examined other sources of teacher supply for New Zealand schools, such as the recruitment of first year (beginning) teachers, and teachers from overseas. In 2008, there was a very slight drop in both the proportion of first year beginning teachers, and the overseas teachers who began teaching in New Zealand for the first time in 2007 or 2008.

Introduction

Background

Teacher supply is a major focus for the Ministry of Education and over recent years the government has introduced a number of initiatives aimed at ensuring a sufficient number of teachers in New Zealand schools¹. The Ministry has a role in monitoring the teacher supply situation, and this is carried out through several means. This includes the *Survey of Staffing* in all state and state-integrated schools at the beginning of the school year. The Ministry also receives information from the March roll returns² and through monitoring the advertisements in the *Education Gazette*. The Research Division has carried out the Teacher Vacancy Survey since 1997, and this report is a continuation of that annual series. It aims to provide a snapshot of the staffing situation in schools at the start of Term 1.

Method and Response Rates

As in 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 one-page survey outlining the situation in their schools as at their first day of school in 2008 (schools started between Tuesday 29 January 2008 and Thursday 7 February 2008).

The overall format of the survey has remained largely unchanged since 1997. The 2008 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 number of first year beginning teachers, as well as the number of relatively new overseas teachers who were teaching in their school;
- the number of positions where an appointment had been made but the appointee was unable to start at the beginning of Term 1;
- the availability of relievers. This question asked principals to indicate if there were any days during terms 3 and 4 in 2007 when they needed a day reliever but no relievers were available;
- whether or not they had advertised for a permanent teacher (Scale A classroom teachers for primary schools, and Maths and English teachers for secondary schools) in the past six months, and if so, how many New Zealand trained teachers applied for the position; and
- secondary principals were asked to indicate the subject areas in which any of their vacancies occurred.

¹ More information on these initiatives can be obtained from the TeachNZ website on www.teachnz.govt.nz.

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

Schools were then asked to fax the completed forms to the Research Division of the Ministry of Education. The 2008 survey was completed by 95 percent of all schools (94% of all primary and special schools and 95% of all secondary and composite schools).

As can be seen in Table 1, completed surveys were received from 1,924 primary and special schools, and 393 secondary and composite schools. One hundred and fifteen primary and special schools and 20 secondary and composite schools did not return their surveys.

Table 1: Response Rates

	Primary ¹	Secondary ²	Total
Number of schools surveyed	2,039	413	2,452
Number of schools that responded	1,924	393	2,317
Percentage of schools that responded	94.4	95.2	94.5
Number of schools that did not respond	115	20	135

¹ Primary includes full primary, contributing, intermediate and special schools.

² Secondary includes composite, and secondary (both years 7–15 & 9–15).

Points to Note

1. 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.
2. 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.
3. An *entitlement staffing vacancy* was defined as any position which was not filled by a permanent teacher or a long-term reliever whose tenure was more than 10 consecutive weeks.
4. A *re-advertised vacancy* was defined as any position which had been advertised nationally more than once with no appointment being made after the first time advertised.

Table 2 provides details of the numbers of schools responding to the vacancy surveys since 2001 and for those schools, the total number of provisional entitlement positions, expressed as full-time teacher equivalents (FTTEs). The total number of provisional entitlement positions varies from year to year. Some of this fluctuation will be due to variations in the number of schools that responded to the survey. Other influences on the number of provisional entitlements include policy changes, such as the school staffing improvements introduced since 2001, which created additional teaching positions.

Table 2: Number of responding schools and the provisional entitlement positions¹ (FTTEs²) within these schools (2001 – 2008)

	Primary							
	2001	2002	2003	2004	2005	2006	2007	2008
Number of schools which responded	2,185	2,183	2,121	2,026	1,919	1,898	1,955	1,924
Entitlement positions within these schools (FTTE)	22,733	22,846	22,789	22,923	21,710	22,360	23,216	22,848
	Secondary							
	2001	2002	2003	2004	2005	2006	2007	2008
Number of schools which responded	398	394	385	379	382	382	384	393
Entitlement positions within these schools (FTTE)	15,763	15,499	15,948	16,082	17,641	18,154	18,209	18,479
	Total							
	2001	2002	2003	2004	2005	2006	2007	2008
Number of schools which responded	2,583	2,577	2,506	2,405	2,301	2,280	2,339	2,317
Entitlement positions within these schools (FTTE)	38,496	38,345	38,737	39,005	39,351	40,514	41,425	41,327

¹ Entitlement positions for the 2008 school year are based on provisional data for those schools that responded (115 primary schools and 20 secondary schools did not return completed survey forms in 2008). The entitlement figures are obtained from the Resourcing Division, Ministry of Education, and the figures are confirmed after the annual March 1 roll return data are compiled.

² Full-time teacher equivalents.

The Staffing Situation in New Zealand Schools at the Start of the 2008 School Year

Entitlement Staffing Vacancies

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

How many schools had vacancies on the first day of school in 2008?

As in previous years, a small proportion of all schools (12.6%) had vacant entitlement positions at the beginning of 2008 (see Table 3). The proportion of both primary and secondary schools with entitlement vacancies decreased slightly from 2007 (from 35.2% to 32.8% in 2008 for secondary schools; and from 8.5% to 8.4% in primary schools).

How many vacancies were there on the first day of school in 2008?

In 2008, there were 371.6 Full-Time Teacher Equivalent (FTTE) vacancies across all schools. This represented just less than one percent (0.9%) of all FTTE entitlement positions in those schools (i.e. nearly one in every hundred entitlement positions was vacant). This proportion has remained the same over the past four years.

The proportion of vacancies to entitlement positions in the primary sector remained the same as the previous year (0.7%), whereas the proportion of vacancies in the secondary sector increased slightly from 1.0 to 1.1 percent.

Were there any entitlement staffing positions where an appointment had been made but the appointee was unable to start work at the beginning of Term 1?

At the beginning of 2008, ten primary schools (with a total of 9.7 FTTE vacancies), and twenty-seven secondary schools (with a total of 26.3 FTTE vacancies) had made appointments but the teachers were unable to start teaching at the beginning of the 2008 school year.

Table 3: Vacancies (FTTE) as at the beginning of the school year (2001 – 2008)

	Primary							
	2001	2002	2003	2004	2005	2006	2007	2008
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	221.6	272.1	275.2	197.0	189.1	188.3	173.0	170.6
- proportion of all entitlement positions (%)	1.0	1.2	1.2	0.9	0.9	0.8	0.7	0.7
<i>Schools with vacancies</i>								
- number	215	245	236	171	184	186	167	162
- proportion of responding schools (%)	9.8	11.2	11.1	8.4	9.6	9.8	8.5	8.4
<i>Schools with at least one FTTE vacancy</i>								
- number	157	191	188	142	146	149	138	122
- proportion of responding schools (%)	7.2	8.7	8.9	7.0	7.6	7.9	7.1	6.3
	Secondary							
	2001	2002	2003	2004	2005	2006	2007	2008
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	170.7	237.9	266.1	227.3	173.7	180.9	189.9	201.0
- proportion of all entitlement positions (%)	1.1	1.5	1.7	1.4	1.0	1.0	1.0	1.1
<i>Schools with vacancies</i>								
- number	130	148	166	147	120	120	135	129
- proportion of responding schools (%)	32.7	37.6	43.1	38.8	31.4	31.4	35.2	32.8
<i>Schools with at least one FTTE vacancy</i>								
- number	116	135	149	128	103	105	114	113
- proportion of responding schools (%)	29.1	34.3	38.7	33.8	27.0	27.5	29.7	28.8
	All Schools							
	2001	2002	2003	2004	2005	2006	2007	2008
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	392.3	510.1	541.3	424.3	362.8	369.2	362.9	371.6
- proportion of all entitlement positions (%)	1.0	1.3	1.4	1.1	0.9	0.9	0.9	0.9
<i>Schools with vacancies</i>								
- number	345	393	402	318	304	306	302	291
- proportion of responding schools (%)	13.4	15.3	16.0	13.2	13.2	13.4	12.9	12.6
<i>Schools with at least one FTTE vacancy</i>								
- number	273	326	337	270	249	254	252	235
- proportion of responding schools (%)	10.6	12.7	13.4	11.2	10.8	11.1	10.8	10.1

Re-advertised Vacancies

As in previous surveys, the 2008 survey defined a 're-advertised position' 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 an indication that the position is hard to staff.

Table 4: Re-advertised vacancies (FTTE) at the beginning of the school year (2001 – 2008)

	Primary							
	2001	2002	2003	2004	2005	2006	2007	2008
<i>Re-advertised positions (FTTE)</i>								
- number	36.6	54.7	66.6	40.4	55.2	41.5	47.3	69.7
- proportion of all entitlement positions (%)	0.2	0.2	0.3	0.2	0.3	0.2	0.2	0.3
<i>Schools with re-advertised positions</i>								
- number	35	57	59	37	55	42	46	72
- proportion of responding schools (%)	1.6	2.6	2.8	1.8	2.9	2.2	2.4	3.7
	Secondary							
	2001	2002	2003	2004	2005	2006	2007	2008
<i>Re-advertised positions (FTTE)</i>								
- number	59.1	101.9	143.6	116.0	82.0	74.2	100.6	120.2
- proportion of all entitlement positions (%)	0.4	0.7	0.9	0.7	0.5	0.4	0.6	0.7
<i>Schools with re-advertised positions</i>								
- number	59	79	104	87	63	61	81	82
- proportion of responding schools (%)	14.8	20.1	27.0	23.0	16.5	16.0	21.1	20.9
	All Schools							
	2001	2002	2003	2004	2005	2006	2007	2008
<i>Re-advertised positions (FTTE)</i>								
- number	95.8	156.6	210.2	156.4	137.2	115.7	147.9	190.0
- proportion of all entitlement positions (%)	0.2	0.4	0.5	0.4	0.3	0.3	0.4	0.5
<i>Schools with re-advertised positions</i>								
- number	94	136	163	124	118	103	127	154
- proportion of responding schools (%)	3.6	5.3	6.5	5.2	5.1	4.5	5.4	6.6

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

Table 4 indicates that at the beginning of 2008, 0.5 percent of all entitlement positions were vacancies that had been re-advertised. This overall percentage has increased slightly from 2007 (from 0.4% to 0.5% in 2008). The 0.1 percentage point increase was evident for both primary and secondary schools.

What proportion of all vacancies had been re-advertised by school type?

Fifty-one percent (i.e. one in two) of entitlement positions vacant at the beginning of the school year had been re-advertised. This is a substantial increase from 2007, where re-advertised vacancies represented 41 percent of all teaching vacancies. Forty-one percent of the primary vacancies had been re-advertised (an increase of 13.6 percentage points from 2007), and 60 percent of the secondary vacancies had been re-advertised (an increase of 6.8 percentage points from 2007).

Characteristics of Schools with Vacancies and Re-advertised Vacancies

Table 5 provides a breakdown of the schools that had vacancies and re-advertised vacancies at the beginning of the 2008 school year by locality (rural and urban), decile and concentration of Māori students. In previous years, vacancies and re-advertised positions, as a proportion of all entitlement positions, were greatest in schools in rural areas (population < 1,000), in schools with a higher proportion of Māori students on their roll, and in low decile schools (deciles 1 – 3). Data for 2008 shows a similar pattern.

Table 5: Distribution of vacancies and of re-advertised positions in 2008, by school characteristics^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	291	12.6	371.6	0.9	154	6.6	190.0	0.5
<i>Locality</i>								
Main Urban (population > 30,000)	151	12.5	202.9	0.7	78	6.4	100.1	0.3
Secondary Urban (10,000 to 30,000)	22	14.4	39.7	1.3	12	7.8	19.4	0.6
Minor Urban (1,000 to 9,999)	46	16.8	63.9	1.2	27	9.9	37.9	0.7
Rural (< 1,000)	72	10.6	65.0	1.7	37	5.5	32.6	0.8
<i>Māori Roll (quartiles)</i>								
0% to <9.5%	50	8.7	48.0	0.4	20	3.5	16.2	0.1
9.5% to <18.4%	75	12.9	98.8	0.8	42	7.2	51.6	0.4
18.4% to <36.7%	86	14.9	117.9	1.1	49	8.5	69.7	0.7
36.7% to 100%	80	13.8	106.8	1.4	43	7.4	52.5	0.7
<i>Socio-economic indicator</i>								
Deciles 1–3	109	16.1	159.7	1.5	70	10.3	94.6	0.9
Deciles 4–7	112	11.9	137.1	0.8	54	5.7	67.7	0.4
Deciles 8–10	70	10.1	74.7	0.5	30	4.3	27.6	0.2

^a Note that percentages in the first and third columns (i.e. the 'Schools' columns) of figures in this table are based on the total number of schools, and percentages in the second and fourth columns (i.e. the 'Positions' columns) are based on the total number of provisional entitlement positions in each category.

Geographical Location of Schools with Vacancies and Re-advertised Vacancies

In order to determine whether schools in particular regions of New Zealand experience more or less difficulty in employing staff than those in other regions, the geographical location of schools with vacancies and re-advertised vacancies in 2008 was compared to 2007. Table 6 provides details of vacancies and re-advertised vacancies for 2007 and 2008 in each of the Ministry of Education local office areas.

In 2008, the Wanganui local office area recorded the highest proportion of vacancies (1.5% of all entitlement positions); above the national average of 0.9 percent. This area also experienced the largest increase from 2007 in the proportion of vacancies when compared to other areas. As was the case in 2007, the Whangarei

local office area recorded the highest proportion of re-advertised positions (1.0%); well above the national average of 0.5 percent.

Table 6: Regional distribution (according to Ministry of Education Local Office areas) of vacancies and of re-advertised positions 2007 and 2008

Ministry of Education Local Office areas	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2007		2008		2007		2008	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	26.7	1.6	21.9	1.2	15.3	0.9	17.9	1.0
Auckland North	44.1	1.0	31.9	0.7	10.0	0.2	9.5	0.2
Auckland South	60.5	0.7	67.6	0.8	22.2	0.3	44.8	0.6
Hamilton	41.5	1.1	30.5	0.8	17.0	0.5	8.8	0.2
Rotorua	23.9	0.8	28.9	0.9	9.6	0.3	10.9	0.3
Wanganui	32.0	1.0	50.6	1.5	13.3	0.4	26.2	0.8
Napier	23.6	1.0	14.6	0.6	10.2	0.4	7.8	0.3
Wellington	39.7	0.9	54.0	1.2	21.7	0.5	34.8	0.7
Nelson	14.7	0.8	14.5	0.8	5.6	0.3	6.7	0.4
Christchurch	40.4	0.8	32.3	0.6	15.8	0.3	9.5	0.2
Dunedin	5.6	0.3	9.6	0.5	3.0	0.2	4.0	0.2
Invercargill	10.2	1.0	15.2	1.4	4.2	0.4	9.1	0.9
Total	362.9	0.9	371.6	0.9	147.9	0.4	190.0	0.5

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

Subject Vacancies in Secondary Schools

The 2008 survey sought information from secondary schools about the subject areas in which vacancies occurred, to establish whether there was a concentration of vacancies in particular subject areas (refer to Table 7). As in 2007, the highest proportion of vacancies occurred in technology. At the beginning of 2008, there were 34.3 FTTE vacancies in technology subjects representing 17.1 percent of all vacancies in secondary schools.

The second highest proportion of vacancies was in mathematics. Mathematics vacancies increased from 20.8 FTTE vacancies in 2007 (11.0% of all secondary vacancies) to 33.7 FTTE vacancies in 2008 (16.8%). The third highest proportion of vacancies occurred in English where there were 23.9 FTTE vacancies (11.9% of all secondary vacancies), an increase compared to 2007 (17.6 FTTE vacancies, 9.3% of all secondary vacancies in 2007).

Other subjects that experienced fairly large increases were Māori (from 5.2% to 9.3%), and food and nutrition (from 0.5% to 3.2%). Subjects that had significant decreases in the proportions of vacancies were in the sciences (from 11.5 to 8.7%), and art (from 5.8% to 2.6%).

Table 7: Subject areas in which there were vacancies in secondary schools at the beginning of the 2007 and 2008 school years

Subject areas	Number of FTTE vacancies in 2007	Percentage of total FTTE vacancies in 2007 (%)	Number of FTTE vacancies in 2008	Percentage of total FTTE vacancies in 2008 (%)
Technology	34.2	18.0	34.3	17.1
Mathematics	20.8	11.0	33.7	16.8
English	17.6	9.3	23.9	11.9
Health and Physical education ^a	11.5	6.1	13.9	6.9
Social Sciences ^b	7.8	4.1	11.7	5.8
Māori (Total)	9.9	5.2	18.6	9.3
Māori (Te Reo)	8.1	4.3	10.7	5.3
Māori Medium / Bilingual	1.8	0.9	7.9	3.9
Sciences (Total)	21.8	11.5	17.5	8.7
General Science	10.8	5.7	10.2	5.1
Biology	3.8	2.0	3.0	1.5
Chemistry	4.6	2.4	3.0	1.5
Physics	2.6	1.4	1.3	0.6
Food & nutrition	1.0	0.5	6.5	3.2
Art ^c	11.0	5.8	5.3	2.6
Languages	1.3	0.7	3.4	1.7
Guidance & counselling	4.4	2.3	3.3	1.6
Commerce ^d	6.4	3.4	3.0	1.5
Music	6.6	3.5	2.5	1.2
Other ^e	0.7	0.4	1.9	0.9
Graphics & design	5.6	2.9	0.0	0.0
Non-subject specific teachers / subject area not specified ^f	29.3	15.4	21.5	10.7
Total ^g	189.9	100.0	201.0	100.0

^a In 2008, one vacancy was in Health, note there were no Health vacancies in 2007.

^b In 2008, Social Sciences include Geography, Social Studies, Media Studies, and History.

^c in 2008, Art includes Art, Drama, Dance, Visual Art, and Performance Art.

^d In 2008, Commerce includes Business Studies.

^e In 2008, subjects in the 'other' category include Outdoor Education and Religious education.

^f in 2008, non-subject specific teachers include management staff, homeroom teachers, and teachers working in special education.

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

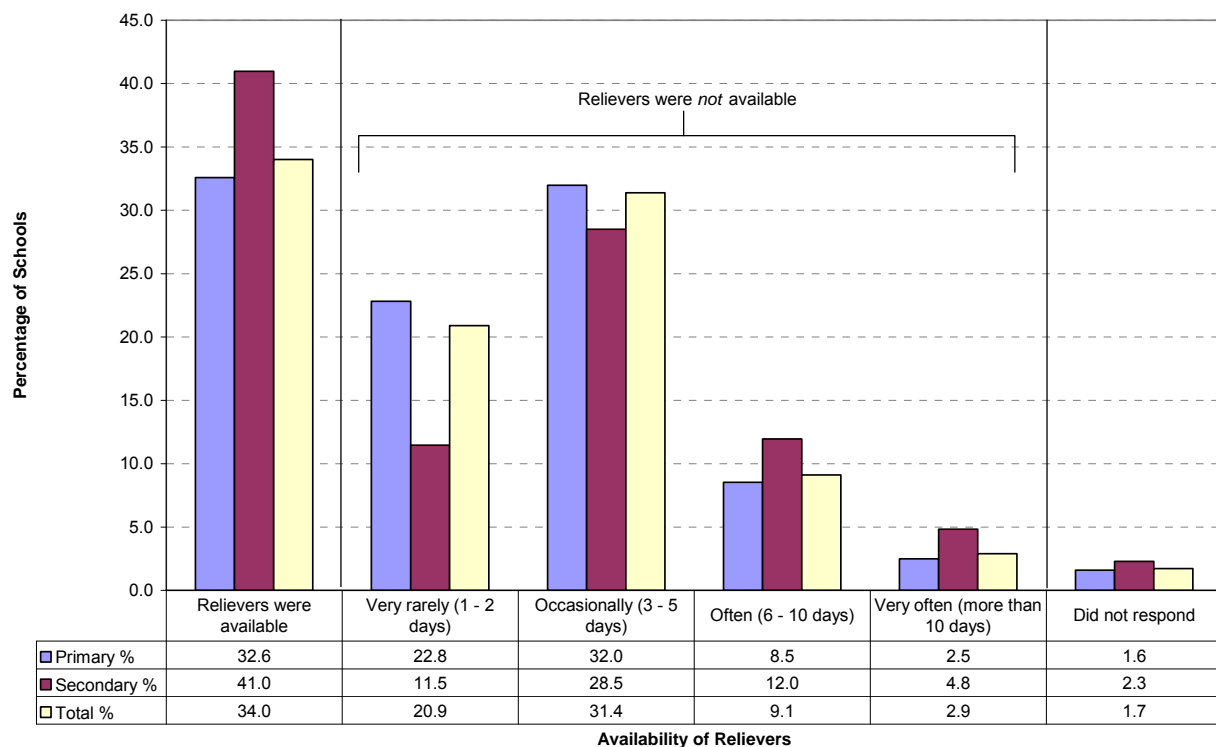
Availability of Relievers

A question about relievers in primary schools was added in 2007 following anecdotal reports in 2006 that schools were having difficulties sourcing relievers. In 2008, both primary and secondary principals were asked if there were any days during terms 3 and 4 in 2007 when they needed a day reliever but no relievers were available. If this was the case, principals were asked to indicate if such a situation occurred very rarely (1-2 days), occasionally (3-5 days), often (6-10 days) or very often (more than 10 days).

As Figure 1 shows, one third of the schools (34%) indicated that they had no difficulties sourcing day relievers, with more secondary (41%) than primary (33%) principals indicating this. Around one third of the principals indicated that such a situation had occurred occasionally (3-5 days) during terms 3 and 4 in 2007, with a further fifth indicating it had only happened rarely (1-2 days) at their school. Secondary principals were slightly more likely to indicate that they were often unable to find a reliever in terms 3 and 4 in 2007 (more than 6 days).

Similar data was collected in 2007 from primary principals only. The most evident changes in responses were that the proportion of principals who indicated that there were no days where relievers were unavailable during terms 3 and 4 (in 2006 for the 2007 survey) had decreased from 43 percent to 33 percent in 2008, and the proportion of principals indicating that such a situation occurred 'occasionally' (3-5 days) increased from 26 percent to 32 percent in 2008.

Figure 1: How often principals needed a reliever during terms 3 and 4 in 2007 but no relievers were available^a



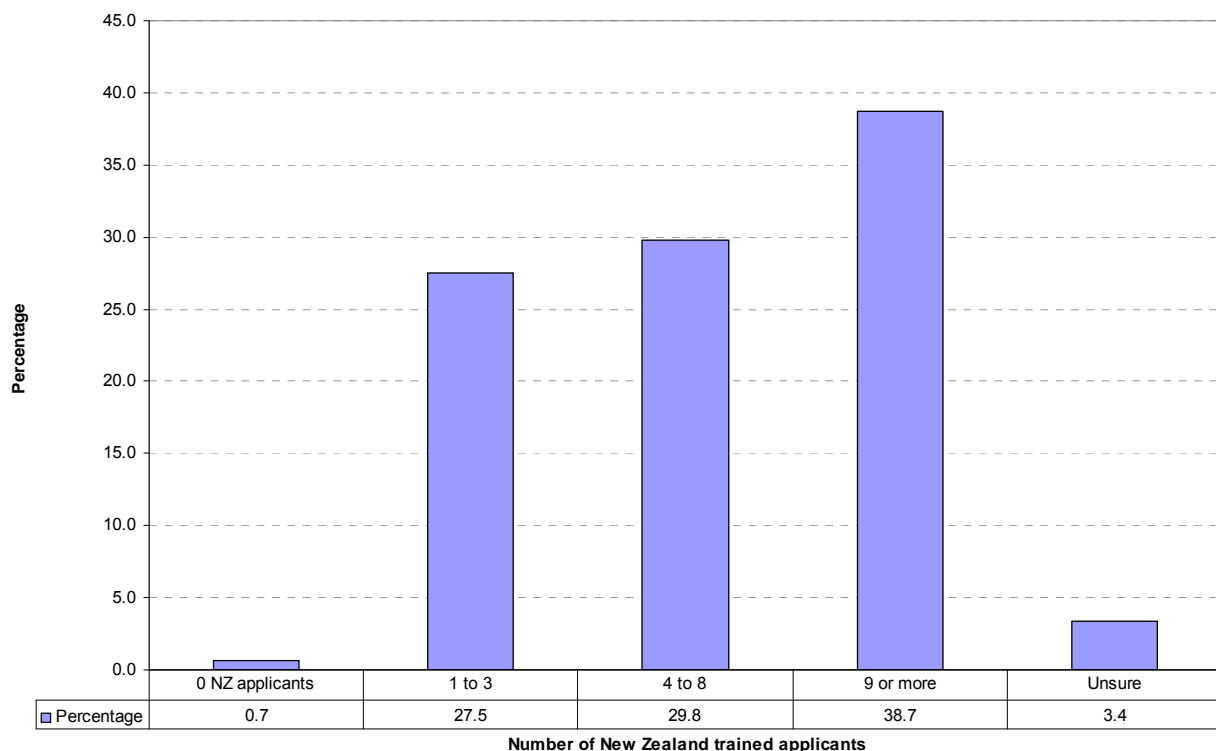
^a n = 1,924 primary and 393 secondary schools

Teacher Appointments

In 2008, an area of interest to the Ministry was to understand more about staffing schools. Anecdotal reports indicated that some schools have difficulties recruiting qualified teachers who are familiar with the New Zealand curriculum and teaching in the New Zealand context. For the first time, school principals were asked to indicate, if they had advertised for a permanent classroom teacher, the number of New Zealand trained teachers who applied for the position. For primary schools, this question was asked with regard to permanent Scale A classroom teachers, while for secondary schools, this question asked about mathematics and / or English positions only. The timeframe was the six months from July 2007 to January 2008.

A total of 1,044 primary principals (54% of primary schools who responded to the survey) indicated that they had advertised for a permanent Scale A classroom teacher in the past six months. A vast majority of these schools (93%) made appointments for the positions regardless of how many New Zealand applicants they received. Figure 2 shows that out of those schools, well over one third (39%) of the schools received nine or more New Zealand trained applicants. Only a very small proportion of the schools (1%) received no NZ trained applicants.

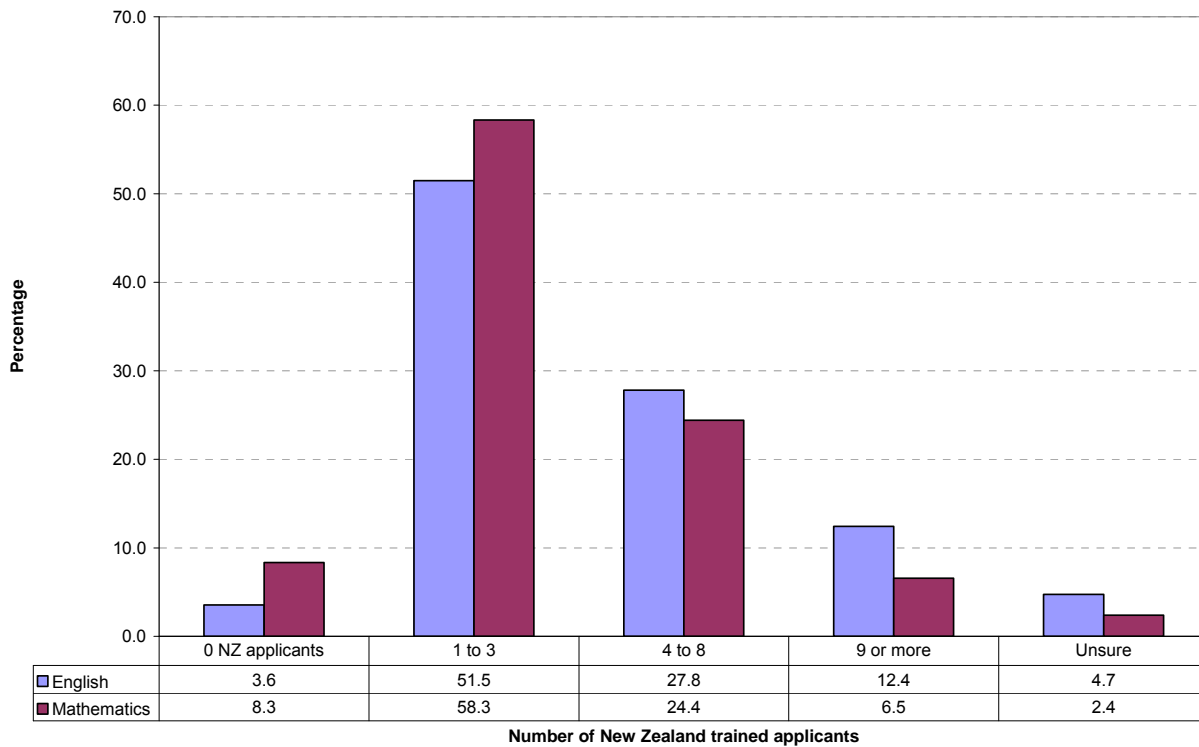
Figure 2: The number of New Zealand trained applicants applying for a permanent Scale A classroom teacher position at primary schools^a



^a n = 1,044 primary schools advertised for a permanent Scale A classroom teacher in the past six months

A total of 168 secondary principals indicated they had advertised for a permanent English position, and 169 indicated they had advertised for a permanent mathematics positions in the past six months³. Over half of these schools (52% for English and 58% for mathematics) received a very small number (1-3) of NZ trained applicants, which differs from primary school results shown in Figure 2. There was a higher proportion of schools that received no NZ trained applicants for mathematics (8%) than for English (4%). Nevertheless, most schools (82% for schools with English positions, and 74% schools with mathematics positions) did make an appointment for the position.

Figure 3: The number of New Zealand trained applicants applying for English and mathematics positions in the past six months at secondary schools^a



^a n = 169 secondary schools advertised for a permanent English teacher, and 168 advertised for a permanent mathematics position in the past six months.

³ Note that 101 secondary schools had both English and mathematics vacancies. They are included in both groups.

Sources of Teacher Supply in 2008

The supply of teachers for New Zealand schools is dependent on a number of sources. The recruitment of first year (beginning) teachers is one of these sources. Another source is the recruitment of teachers from overseas. Over recent years, when demand for teachers has been particularly high, overseas teachers have been encouraged to apply for positions in New Zealand. As in previous years, the 2008 survey asked questions about these two sources of teacher supply.

Overseas Teachers

The survey form asked principals whether their school employed any overseas teachers, and, if so, to indicate the actual number of teachers and the year in which they first began teaching in New Zealand. For the purpose of the survey, an ‘overseas teacher’ was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2007 and 2008*.

Table 8 shows the number of overseas teachers who began teaching in New Zealand in 2007 and 2008. Compared to 2007⁴ (which included teachers who began in 2006 and 2007), there was an increase in the total number of overseas teachers in primary schools (from 220 teachers in 2007 to 266 teachers in 2008), but a decrease of overseas teachers in secondary schools (from 481 teachers to 388 teachers in 2008).

Table 8: The year in which overseas teachers (teaching at schools in 2008) began teaching in New Zealand

Overseas teachers in schools as at the first day of Term 1, 2008	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who began in 2007	177	218	395
Overseas teachers who began in (at the beginning of) 2008	89	170	259
TOTAL	266	388	654

The equivalent data from 2007 *Teacher Vacancy Survey* are detailed in Appendix Table 1.

Table 9 provides details of the 654 overseas teachers who began teaching in New Zealand in either 2007 or 2008. These teachers represented 1.4 percent of all primary and secondary teachers in 2008. This was a small decrease from the 2007 data (1.5% in 2007).

⁴ It should be noted that completed surveys were not received from 115 primary schools and 20 secondary schools in 2008, therefore the actual number of overseas teachers employed at the start of the 2008 school year may be slightly higher than reported here.

In terms of where overseas teachers were employed, they were slightly more likely to be in schools with a lower proportion of Māori students, and least likely to be teaching in schools in rural areas. Interestingly, overseas teachers were slightly more likely to be teaching at lower decile secondary schools, but proportionately more likely to be teaching at high decile primary schools.

Equivalent data from the 2007 *Teacher Vacancy Survey* are detailed in Appendix Table 2.

Table 9: Characteristics of schools in which ‘relatively new’⁵ overseas teachers were employed in 2008

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	375	16.2	654	1.4
Primary	194	10.1	266	1.0
Secondary	181	46.1	388	1.8
<i>Locality</i>				
Main Urban (population > 30,000)	250	20.6	464	1.4
Secondary Urban (10,000 to 30,000)	37	24.2	64	1.8
Minor Urban (1,000 to 9,999)	50	18.2	83	1.4
Rural (< 1,000)	38	5.6	43	0.9
<i>Māori Roll (quartiles)</i>				
0% to <9.5%	103	17.9	183	1.4
9.5% to <18.4%	108	18.6	182	1.3
18.4% to <36.7%	107	18.5	190	1.6
36.7% to 100%	57	9.8	99	1.1
<i>Socio-economic indicator</i>				
Deciles 1–3	105	15.5	183	1.5
Deciles 4–7	145	15.4	260	1.3
Deciles 8–10	125	18.0	211	1.3

^a ‘Percentage of all teachers’ is based on a headcount of all teachers on the payroll during pay period 1624.

⁵ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2007 or 2008.

Beginning Teachers

In addition to the questions regarding overseas teachers, the survey also asked about beginning teachers within schools. Principals were asked to indicate the number of beginning teachers in their school who were eligible for the Beginning Teacher Time Allowance⁶ (BTTA) and those who were not eligible for the allowance.

In 2008, there were 2,223⁷ first year beginning teachers employed in New Zealand schools (see Table 10). The vast majority of these teachers (97%) were eligible for BTTA. First year beginning teachers represented 4.6 percent of all primary and secondary teachers in 2008. This was a small decrease from the 2007 data (4.8% in 2007).

Table 11 provides details of the characteristics of the schools in which beginning teachers were employed in 2008. As a proportion of all teachers in each of the sectors, slightly more beginning teachers entered the primary sector (5.0%) than the secondary sector (4.1%).

Similar to previous years, beginning teachers were more likely to be teaching in main urban areas and in lower decile (deciles 1 – 3) schools. Results of the 2007 survey are shown in Appendix Table 3.

The final question on the survey form sent to primary schools aimed to find out if any school principals were also beginning teachers. Primary principals were asked to indicate whether they were either a Year 1 or a Year 2 beginning teacher. In 2008, no primary principals were beginning teachers.

⁶ The Beginning Teacher Time Allowance is available to state school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. It aims to assist schools in providing advice and guidance programmes for beginning teachers. 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.

⁷ Completed surveys were not received from 115 primary schools and 20 secondary schools. The actual number of beginning teachers employed at the start of the current school year may therefore be higher than this number.

Table 10: First year beginning teachers in New Zealand schools on day one of the new school year (2001 – 2008)⁸

	2001	2002	2003	2004	2005	2006	2007	2008
<i>Total number of beginning teachers (headcount)</i>								
Total	-	2,454	2,524	2,348	2,308	2,344	2,272	2,223
Primary	-	1,563	1,556	1,319	1,288	1,363	1,415	1,365
Secondary	-	891	968	1,029	1,020	981	857	858
<i>Number of beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	2,190	2,253	2,364	2,200	2,200	2,142	2,129	2,148
Primary	1,457	1,411	1,441	1,211	1,215	1,276	1,318	1,317
Secondary	733	842	923	989	985	866	811	831
<i>Number of beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	-	201	160	148	108	202	143	75
Primary	-	152	115	108	73	87	97	48
Secondary	-	49	45	40	35	115	46	27
<i>Number of beginning overseas teachers</i>								
Total	41	39	57	81	58	65	81	47
Primary	17	11	13	10	23	21	22	17
Secondary	24	28	44	71	35	44	59	30
<i>Total number of beginning teachers, excluding those from overseas</i>								
Total	2,149	2,415	2,467	2,267	2,250	2,279	2,191	2,176
Primary	1,440	1,552	1,543	1,309	1,265	1,342	1,393	1,348
Secondary	709	863	924	958	985	937	798	828

⁸ Prior to 2002 information was only sought on first year beginning teachers who were eligible for the Beginning Teacher Time Allowance.

Table 11: Characteristics of schools in which beginning first year teachers were employed in 2008

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,124	48.5	2,223	4.6
Primary	824	42.8	1,365	5.0
Secondary	300	76.3	858	4.1
<i>Locality</i>				
Main Urban (population > 30,000)	735	60.6	1,616	4.8
Secondary Urban (10,000 to 30,000)	90	58.8	152	4.2
Minor Urban (1,000 to 9,999)	147	53.6	259	4.4
Rural (< 1,000)	152	22.4	196	4.1
<i>Māori Roll (quartiles) ^a</i>				
0% to <9.5%	288	49.9	603	4.6
9.5% to <18.4%	317	54.5	639	4.5
18.4% to <36.7%	275	47.5	568	4.6
36.7% to 100%	244	42.1	413	4.8
<i>Socio-economic indicator</i>				
Deciles 1–3	334	49.2	629	5.2
Deciles 4–7	443	47.0	878	4.4
Deciles 8–10	347	49.9	716	4.4

^a To obtain the 'Percentage of all teachers', the number of beginning teachers was expressed as a proportion of the headcount of all teachers on the payroll during pay period 1624.

For the first time in 2008, principals were asked to indicate the number of first and second year beginning teachers who were eligible and not eligible for the BTTA, as well as first and second year beginning overseas teachers. Table 12 shows the number of first and second year beginning teachers at primary and secondary schools in 2008. There were more first year beginning teachers than second year beginning teachers at both primary and secondary schools.

Table 12: Number of first and second year beginning teachers at Primary and Secondary schools in 2008

	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	1,124	48.5	1,017	43.9	1,517	65.5	2,223	4.6	1,892	3.9	4,115	8.6
Primary	824	42.8	750	39.0	1,167	60.7	1,365	5.0	1,152	4.3	2,517	9.3
Secondary	300	76.3	267	67.9	350	89.1	858	4.1	740	3.5	1,598	7.6
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>												
Total	1,096	47.3	970	41.9	1,466	63.3	2,148	4.5	1,782	3.7	3,930	8.2
Primary	799	41.5	712	37.0	1,122	58.3	1,317	4.9	1,077	4.0	2,394	8.8
Secondary	297	75.6	258	65.6	344	87.5	831	4.0	705	3.4	1,536	7.3
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>												
Total	64	2.8	72	3.1	131	5.7	75	0.2	110	0.2	185	0.4
Primary	45	2.3	53	2.8	94	4.9	48	0.2	75	0.3	123	0.5
Secondary	19	4.8	19	4.8	37	9.4	27	0.1	35	0.2	62	0.3
<i>Beginning overseas teachers</i>												
Total	42	1.8	50	2.2	85	3.7	47	0.1	55	0.1	102	0.2
Primary	17	0.9	18	0.9	34	1.8	17	0.1	19	0.1	36	0.1
Secondary	25	6.4	32	8.1	57	13.0	30	0.1	36	0.2	66	0.3

^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 To obtain the 'Percentage of all teachers', the number of beginning teachers was expressed as a proportion of the headcount of all teachers on the payroll during pay period 1624.

Summary

In 2008, staffing vacancies as a proportion of all entitlement positions, remained at the same level as recorded for the past four years (at 0.9%). When looking at the primary and secondary sectors separately, the proportions of schools with vacancies have dropped for both sectors. However, while the proportion of vacancies to entitlement positions in the primary sector remained the same as the previous year (0.7%), there was a slight increase in the proportion of vacancies at the secondary level (from 1.0% in 2007 to 1.1% in 2008). At those secondary schools, the subject areas with the highest vacancies were Technology (17.1% of all FTTE vacancies), Mathematics (16.8%) and English (11.9%).

Re-advertising is considered to be an indication of 'hard-to-staff' positions. This year, the proportion of re-advertised vacancies was higher than the past three years (0.5% of all entitlement positions), and increased for both primary and secondary schools. In 2008, the number of all entitlement positions that were re-advertised increased by 42.1 FTTE positions. Fifty-one percent (i.e. one in two) of entitlement positions vacant at the beginning of 2008 had been re-advertised.

Overall, similar to the previous years, the proportion of vacancies and re-advertised positions were greatest in schools in rural localities (population < 1,000), in schools with a higher proportion of Māori students on their roll, and in low decile schools (deciles 1- 3). Schools in the Wanganui local office area recorded the highest level of vacancies as a proportion of all entitlement positions (1.5%, compared to national average of 0.9%), and the Whangarei local office recorded the highest re-advertised positions (1.0%, compared to the national average of 0.5%).

The survey also examined sources of teachers supply for New Zealand schools, such as the recruitment of first year (beginning) teachers, and teachers from overseas. In 2008, there was a slight drop in both, the proportion of first year beginning teachers and overseas teachers who began teaching in New Zealand for the first time in 2007 or 2008.

In 2008, both primary and secondary principals were asked to indicate if they had experienced difficulties accessing day relievers in terms 3 and 4 in 2007. One third of the schools indicated that they had no difficulties sourcing day relievers. However, a further third of the principals indicated that such a situation had occurred occasionally (3-5 days), and a fifth indicated it had only happened rarely (1-2 days) at their school.

Anecdotal reports indicated that some schools have difficulties recruiting qualified teachers who are familiar with the New Zealand curriculum and teaching in the New Zealand context. Very few primary principals had advertised for a Scale A teacher over the past six months and received no New Zealand applicants (1%). Secondary principals were asked about maths and English positions advertised. Eight and four percent of secondary principals respectively had received no New Zealand trained teacher applicants for these positions.

Teacher supply is a major focus for the Ministry of Education and over recent years the government has introduced a number of initiatives designed to ensure schools have sufficient numbers of teachers in their classrooms. The teacher supply situation will continued to be closely monitored by the Ministry.

Appendix Tables

Appendix Table 1: The year in which overseas teachers (teaching at schools in 2007) began teaching in New Zealand

Overseas teachers in schools as at 7 February 2007	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who began in 2005	101	196	297
Overseas teachers who began in 2006	137	261	398
Overseas teachers who began in (at the beginning of) 2007	83	220	303
TOTAL	321	677	998

Appendix Table 2: Characteristics of schools in which 'relatively new'⁹ overseas teachers were employed in 2007

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	354	15.1	701	1.5
Primary	162	8.3	220	0.8
Secondary	192	50.0	481	2.3
<i>Locality</i>				
Main Urban (population > 30,000)	248	20.2	490	1.5
Secondary Urban (10,000 to 30,000)	33	21.9	68	1.9
Minor Urban (1,000 to 9,999)	51	18.9	102	1.8
Rural (< 1,000)	22	3.2	41	0.8
<i>Māori Roll (quartiles)</i>				
0% to < 9.3%	108	18.6	196	1.5
9.3% to < 17.9%	90	15.3	176	1.3
17.9% to < 35.2%	89	15.2	202	1.7
35.2% to 100%	67	11.5	127	1.5
<i>Socio-economic indicator^b</i>				
Deciles 1–3	103	14.9	187	1.6
Deciles 4–7	141	14.8	300	1.5
Deciles 8–10	109	15.7	213	1.4

^a 'Percentage of all teachers' is based on a headcount of all teachers on the payroll during pay period 1524.

^b No decile information was available for one school that employed one 'relatively new' overseas teacher.

⁹ 'Relatively new' overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2005 or 2006.

Appendix Table 3: Characteristics of schools in which beginning teachers were employed in 2007

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,051	44.9	2,272	4.8
Primary	770	39.4	1,415	5.3
Secondary	281	73.2	857	4.2
<i>Locality</i>				
Main Urban (population > 30,000)	680	55.5	1,632	4.9
Secondary Urban (10,000 to 30,000)	79	52.3	166	4.7
Minor Urban (1,000 to 9,999)	128	47.4	270	4.7
Rural (< 1,000)	164	23.7	204	4.2
<i>Māori Roll (quartiles)</i>				
0% to < 9.3%	272	46.7	565	4.4
9.3% to < 17.9%	272	46.3	663	4.8
17.9% to < 35.2%	284	48.5	630	5.2
35.2% to 100%	223	38.1	414	4.8
<i>Socio-economic indicator^b</i>				
Deciles 1–3	316	45.8	656	5.5
Deciles 4–7	423	44.5	941	4.7
Deciles 8–10	311	44.7	674	4.4

^a To obtain the 'Percentage of all teachers', the number of beginning teachers was expressed as a proportion of the headcount of all teachers on the payroll during pay period 1524.

^b No decile information was available for one school that employed one 'relatively new' overseas teacher.

TEACHER VACANCY SURVEY: Primary & Special
Current Entitlement Vacancies as at the First Day of Term 1 in 2008

SCHOOL NAME:

NUMBER:

NOTE: To complete this form, please tick the appropriate circle or clearly write the numbers in the boxes. The dot between the boxes is a decimal point. For example, 1.5 would be • and 3 would be • .

VACANCIES

- Do you have any entitlement staffing vacancies as at the first day of school in 2008 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)
 Yes – go to Q2 No – go to Q5
- Please indicate the number of vacancies, calculated in FTTEs, you have as at the first day of school. (FTTE = Full Time Teacher Equivalent.)
Number of FTTEs sought..... •
- How many of the vacancies indicated in Question 2 have been advertised nationally more than once with no appointment being made after the first time advertised?
▪ Please specify number of FTTEs which have been advertised more than once... •
- Do you have any entitlement staffing positions where an appointment **has** been made but the appointee is unable to commence work at the beginning of Term 1?
 Yes No
▪ If yes, specify number of FTTEs..... •

TEACHER APPOINTMENTS

- Have you advertised for a permanent Scale A classroom teacher in the past six months?
 Yes - go to Q5b and 5c No – go to Q6
- 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 following questions.)
Tick one option
0
1-3
4-8
9 or more
unsure
- Did you make an appointment?
 Yes No

RELIEVERS

- Were there days during Terms 3 and 4 last year (2007) when you needed a day reliever but no relievers were available?
 Yes – go to Q6b No – go to Q7
- If yes, approximately how often did such a situation occur at your school during Terms 3 and 4?
Tick one option
Very rarely (1-2 days).....
Occasionally (3-5 days).....
Often (6-10 days)
Very often (more than 10 days).....

OVERSEAS TEACHERS

- Do you currently employ any overseas trained teachers who taught **for the first time** in New Zealand in 2007 or 2008?
 Yes No – go to Q8
▪ If yes, enter actual **number** of overseas teachers who taught for the first time in 2007.....
▪ If yes, enter actual **number** of overseas teachers who taught for the first time in 2008.....

BEGINNING TEACHERS

- Do you have **any first and/or second year** beginning teachers on your staff in 2008?
 Yes No
1st Year Headcount (not FTTE) 2nd Year Headcount (not FTTE)
▪ If yes, enter actual number **eligible** for the *Beginning Teacher Time Allowance*.....
▪ If yes, enter actual number **not eligible** for the *Beginning Teacher Time Allowance*.....
▪ How many of these beginning teachers are also overseas teachers?.....
- Are you (the principal) also a beginning teacher?
 Yes, year 1 Yes, year 2 No

When completed please freefax this form to
0800 224 229 no later than Wednesday 13

TEACHER VACANCY SURVEY: Secondary & Composite
Current Entitlement Vacancies as at the First Day of Term 1 in 2008

SCHOOL NAME:

NUMBER:

NOTE: The dot between the boxes is a decimal point. For example, 1.5 would be • and 3 would be • .

VACANCIES

- Do you have any entitlement staffing vacancies as at the first day of school in 2008 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)
 Yes – go to Q2 No – go to Q6
- Please indicate the number of vacancies, calculated in FTTEs, you have as at the first day of school. (FTTE = Full Time Teacher Equivalent.)
 Number of FTTEs sought..... •
- How many of the vacancies indicated in Question 2 have been advertised nationally more than once with no appointment being made after the first time advertised?
 Please specify number of FTTEs which have been advertised more than once.... •
- Do you have any entitlement staffing positions where an appointment **has** been made but the appointee is unable to commence work at the beginning of Term 1?
 Yes No
 •
- In which areas are the vacancies indicated in Question 2? (Please specify number of FTTEs for each subject area).

Number of FTTE vacancies

English	<input type="text"/>	•	<input type="text"/>
Māori (Te Reo)	<input type="text"/>	•	<input type="text"/>
Medium Māori/Bilingual	<input type="text"/>	•	<input type="text"/>
Mathematics	<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"/>
Physical Education	<input type="text"/>	•	<input type="text"/>
General science	<input type="text"/>	•	<input type="text"/>
Technology	<input type="text"/>	•	<input type="text"/>
Food & nutrition	<input type="text"/>	•	<input type="text"/>
Other subjects (specify)	<input type="text"/>	•	<input type="text"/>
.....	<input type="text"/>	•	<input type="text"/>
.....	<input type="text"/>	•	<input type="text"/>

TEACHER APPOINTMENTS

- Have you advertised for a permanent English and/or Mathematics position in the past six months?
 Yes – go to Q6b No – go to Q7
 Not applicable – go to Q7
- How many applicants were **New Zealand trained teachers** and did you make an appointment in those positions? (If you have advertised for more than one position in the past six months, please use your **most recent position** for each subject below.)

	Number of New Zealand applicants (please tick)					Appointment made? (please circle)
	0	1-3	4-8	9+	Unsure	
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes / No
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes / No

7. RELIEVERS

- Were there days during Terms 3 and 4 last year (2007) when you needed a day reliever but no relievers were available?
 Yes – go to Q7b No – go to Q8
- If yes, approximately how often did such a situation occur at your school during Terms 3 and 4?

Tick one option

- Very rarely (1-2 days).....
- Occasionally (3-5 days).....
- Often (6-10 days).....
- Very often (more than 10 days).....

OVERSEAS TEACHERS

- Do you currently employ any overseas trained teachers who taught **for the first time** in New Zealand in 2007 or 2008?
 Yes No – go to Q9
- Headcount (not FTTE)
- If yes, enter actual **number** of overseas teachers who taught for the first time in 2007.....
 - If yes, enter actual **number** of overseas teachers who taught for the first time in 2008.....

BEGINNING TEACHERS

- Do you have **any first and/or second year** beginning teachers on your staff in 2008?
 Yes No
- | | 1 st Year
Headcount
(not FTTE) | 2 nd Year
Headcount
(not FTTE) |
|---|---|---|
| If yes, enter actual number eligible for the <i>Beginning Teacher Time Allowance</i> | <input type="text"/> | <input type="text"/> |
| If yes, enter actual number not eligible for the <i>Beginning Teacher Time Allowance</i> | <input type="text"/> | <input type="text"/> |
| How many of these beginning teachers are also overseas teachers?..... | <input type="text"/> | <input type="text"/> |

When completed please freefax this form to
0800 224 229 no later than Wednesday 13