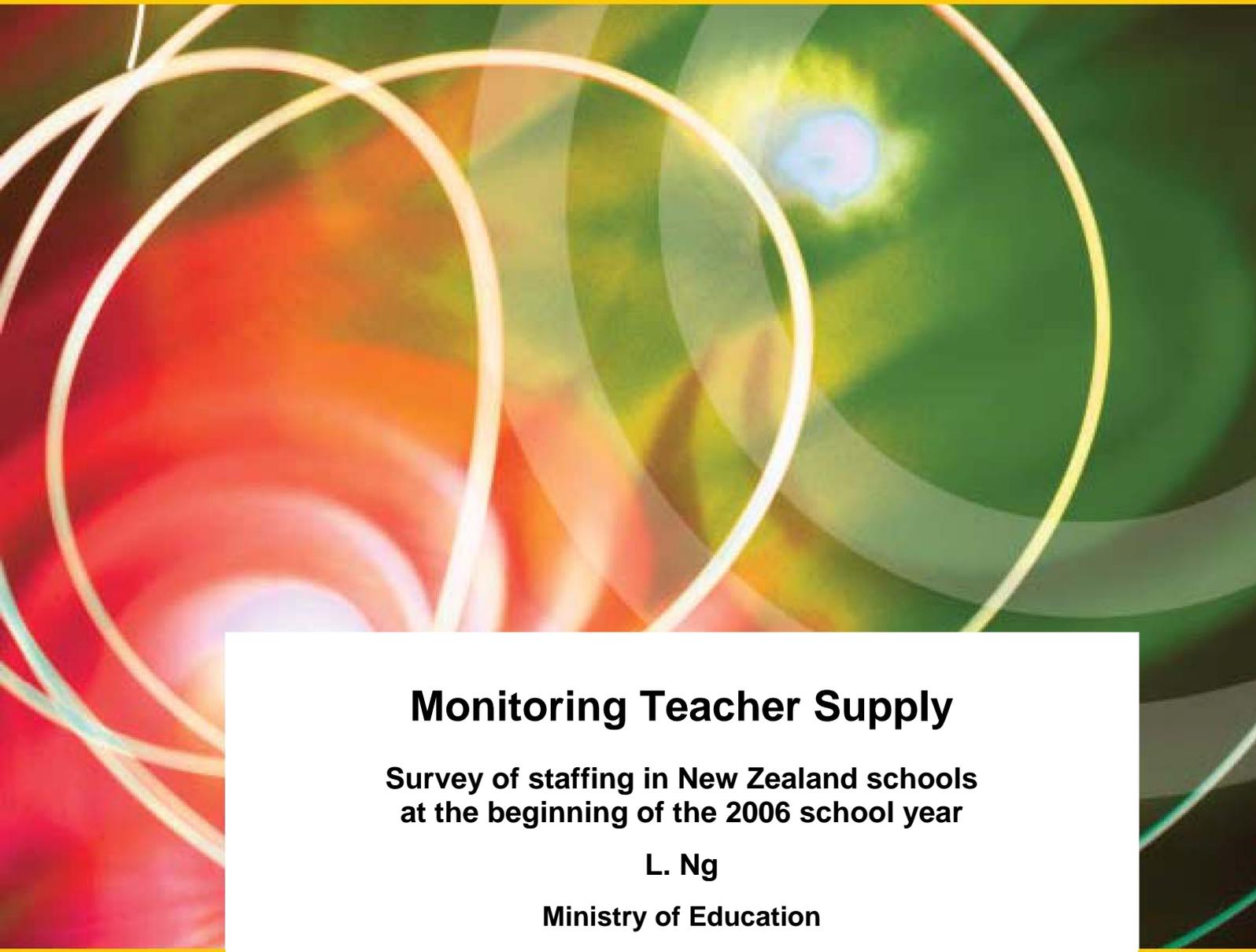




MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

New Zealand



Monitoring Teacher Supply

**Survey of staffing in New Zealand schools
at the beginning of the 2006 school year**

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Executive Summary

Since 1997, the Research Division of the Ministry of Education has undertaken a survey¹ of all state and state integrated schools at the beginning of each school year to monitor the staffing situation in New Zealand schools. The one-page survey form provides the Ministry with a snapshot of the number of entitlement² staffing vacancies and re-advertised vacancies in schools at the start of Term 1, how these vacancies are being covered, and in the case of secondary schools, in what subject areas vacancies are occurring. While school vacancies are also monitored through the March roll returns³ and through the advertisements in the *Education Gazette* this survey provides the Ministry with valuable vacancy information early in the school year.

The 2006 survey was completed by 92 percent of all schools (92% of primary schools and 91% of secondary schools). The response rate is slightly higher than in the 2005 survey which was completed by 89 percent of all schools.

The 2006 results show that vacancies in primary schools declined by 0.1 percent from the previous year while vacancies in secondary schools remained at a similar level as in 2005. Ten percent of primary schools had vacancies at the beginning of the school year; the vacancies within these schools represented 0.8 percent of all entitlement positions in 2006. Thirty-one percent of secondary schools had vacancies at the beginning of the school year; the vacancies represented 1.0 percent of all entitlement positions in 2006.

The number of re-advertised positions is considered to be an indication of “hard-to-staff” positions. In 2006, the proportions of all entitlement positions that were re-advertised remained the same as in the previous year (0.3%). At the beginning of the 2006 school year, 2 percent of all primary schools had re-advertised positions (compared with 2.9% in 2005) and 16 percent of all secondary schools had re-advertised positions (compared with 16.5% in 2005). Twenty-two percent of all primary school vacancies, and 0.2 percent of all entitlement positions in primary schools were re-advertised (compared with 29% of all primary vacancies and 0.3% of all entitlement positions in 2005). In secondary schools, 41 percent of all vacancies and 0.4 percent of all entitlement positions were re-advertised in 2006 (compared with 47% of all vacancies and 0.5% of all entitlement positions in 2005).

¹ Often referred to as the *Teacher Vacancy Survey*.

² It is acknowledged that some schools may have 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 These returns are managed by the Data Management and Analysis Division of the Ministry of Education.

Further results from the survey in 2006 indicated that:

- The Invercargill and the Whangarei local office areas recorded the highest proportion of vacancies of all entitlement positions. In 2006, 1 percent of entitlement positions in those offices were vacant. Whangarei local office also recorded the highest proportion of re-advertised positions (0.7% of all entitlement positions).
- As in previous years, the proportion of vacancies and re-advertised vacancies were greater in schools with larger concentrations of Māori students and in schools in lower socio-economic areas (deciles 1-3 schools).
- In 2006, the proportion of vacancies increased slightly in deciles 8-10 schools (from 0.6% in 2005 to 0.7% in 2006) while they decreased slightly in deciles 1-3 schools (from 1.4% in 2005 to 1.3% in 2006).
- A similar proportion of lower decile schools (deciles 1-3) reported experiencing vacancies in 2006 (15.0%) compared with 2005 (15.5%). However, fewer lower decile schools reported having re-advertised vacancies in 2006 (6.1%) than in 2005 (7.4%).
- The use of trained relief staff (employed for 10 school weeks or less) was the most common measure used to cover vacancies in both primary (58.6% of all primary vacancies were covered in this way) and secondary (43.0%) schools. This measure was used less by both primary and secondary schools in 2006 than in 2005.
- In 2006, the subject areas most sought after in secondary schools were technology (19.7% of all entitlement vacancies), mathematics (11.4%), sciences (9.6%), English (8.2%), and physical education (6.6%).
- There were 1,034 overseas teachers (who had taught for the first time New Zealand in 2004, 2005, or 2006) teaching here at the beginning of 2006. Nearly three-quarters (72.9%) of these were teaching in secondary schools.
- In 2006, there were 2,344 first year beginning teachers. The number of beginning teachers in primary schools increased from 1,288 in 2005 to 1,363 in 2006 while the number in secondary schools decreased from 1,020 in 2005 to 981 in 2006.
- As found in previous surveys, beginning teachers were more likely to be employed in lower decile schools (deciles 1-3) and in schools with larger concentrations of Māori students.
- The highest proportions of beginning teachers were employed in the Invercargill (11.1%), Auckland South (5.7%), Auckland North (5.3%), and Wellington (5.2%) local office areas.

The 2006 data showed that even though secondary student numbers are expected to continue to grow in the short term, secondary vacancies remain at a similar level to the last year (2005). Since 1996, the Ministry of Education has introduced a range of initiatives to increase the supply of teachers. These initiatives⁴ include scholarships, loan support, allowances for priority subject areas, retraining for former secondary teachers, returning to teaching allowances, national relocation grants to encourage teachers to take up hard-to-staff positions, conversion courses to assist primary teachers

⁴ More information on these initiatives can be obtained from the TeachNZ website on www.teachnz.govt.nz. TeachNZ is a unit of the Ministry of Education.

with degree qualifications to teach in secondary schools, and international relocation grants. The Ministry of Education will continue to closely monitor the teacher supply situation in New Zealand and the outcomes of the initiatives it has in place to increase the supply of secondary teachers.

Monitoring Teacher Supply

Introduction

New Zealand primary school rolls peaked in 2003, and are expected to continue to decline over the next few years. However, extra teachers provided by the school staffing improvements have helped offset the impact of declining primary rolls on teacher numbers in the primary sector. From the fourth term of the 2005 school year, and annually from then on, primary and special schools will be entitled to a total of 740 extra full-time teaching equivalents (FTTEs) to resource classroom release time (CRT). The extra teachers provided by CRT will also offset the impact of declining primary rolls on teacher numbers.

Secondary schools rolls have seen considerable growth in recent years, but are expected to peak in 2007 and decline from 2008. This means that the demand for secondary teachers will remain high in the short-term and steady thereafter.

Since 1996, the Ministry of Education has introduced a number of initiatives aimed at increasing the supply of teachers in all New Zealand schools. Initially, these initiatives focused mainly on increasing the number of primary school teachers. However, in more recent years, the initiatives focused on increasing the number of teachers at secondary schools to match the increasing demand for secondary teachers.

Some of the initiatives already in place include the following.

- Secondary Subject Trainee Allowances for biology, chemistry, English, te reo Māori, mathematics, physics and technology, worth up to \$10,000;
- Loan support for teachers of te reo Māori, physics and mathematics in their second to fourth years of teaching;
- Free retraining for former secondary teachers;
- Returning to teaching allowances;
- Rural scholarships worth \$10,000 each;
- National relocation grants for teachers to move to teaching jobs in other parts of New Zealand;
- International relocation grants of NZ\$5,000 to encourage New Zealand teachers living overseas to return and take a teaching position in New Zealand; and
- International relocation grants of NZ\$3,000 to encourage overseas trained teachers to come to New Zealand to teach.

In September 2004, the government announced a new range of TeachNZ scholarships for potential secondary and Māori Medium teachers. These scholarships replaced the previous scholarships for

Māori and Pasifika. Under these new scholarships, students can have their fees paid while they complete a degree qualification and a secondary teaching qualification. They may be eligible for an allowance of \$10,000 if they include certain papers in their degree programme and complete the training to become teachers of targeted subjects. The current targeted subjects include chemistry, mathematics, physics, technology and te reo Māori.

The TeachNZ Unit of the Ministry of Education has contracted four recruitment agencies to actively encourage New Zealand secondary teachers working in the United Kingdom to return home to teach. If they recruit these teachers, or suitably qualified overseas trained teachers, then they are able to reduce their charges to the school by \$1,000 and claim that subsidy back from the Ministry.

The Ministry of Education monitors the teacher supply situation in New Zealand schools closely. One of the ways in which it does this is to undertake a survey of all schools at the beginning of the school year. The *Teacher Vacancy Survey* has been undertaken since 1997 and provides a snapshot of the situation in schools at the start of Term 1.

Method and Response Rates

As in previous years, information on the staffing situation in schools was sought from principals, who were asked to complete a brief, one-page survey outlining the situation in their schools at the beginning of Term 1. In 2006, both primary and secondary schools were asked to complete the survey as at 7 February 2006.

The overall format of the survey has remained largely unchanged since 1997. The 2006 survey asks each principal to provide information on:

- the number of entitlement vacancies and re-advertised vacancies in their school at the beginning of the school year;
- how any vacancy was being covered;
- the number of first year beginning teachers and overseas teachers who are teaching in New Zealand for the first time; and
- the number of positions where an appointment has been made but the appointee was unable to start at the beginning of Term 1

Primary school principals were asked two further questions on the provision of classroom release time (CRT), introduced in primary schools in term 4 in 2005. They were asked to indicate how their teachers are taking, or planning to take, their CRT, and how their CRT will be covered.

In addition, secondary school principals were asked to indicate the subject areas in which any vacancies occurred.

Schools were then asked to fax the completed forms to the Research Division of the Ministry of Education. The 2006 survey was completed by 92 percent of all schools (91% of all primary and special schools and 92% of all secondary and composite schools).

Completed surveys were received from 1,898 primary and special schools, and 382 secondary and composite schools. One hundred and sixty-two primary and special schools and 36 secondary and composite schools did not return their surveys.

Table 1: Response Rates

	Primary ¹	Secondary ²	Total
Number of schools surveyed	2,060	418	2,478
Number of schools that responded	1,898	382	2,280
Percentage of schools that responded	92.1%	91.4%	92.0%
Number of schools that did not respond	162	36	198

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

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

Points to Note

1. To enable comparisons to be made with data collected from the *Teacher Vacancy Surveys* 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*. It is acknowledged that 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 1999 and for those schools, the total number of provisional entitlement positions, expressed as full-time teacher equivalents (FTTEs). It can be seen that 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 which create additional teaching positions; such as the school staffing improvements introduced in 2001.

Table 2: Number of responding schools and the provisional entitlement positions ¹ (FTTEs) ² within these schools (1999 – 2006)

	Primary							
	1999	2000	2001	2002	2003	2004	2005	2006
Number of schools which responded	2,237	2,213	2,185	2,183	2,121	2,026	1,919	1,898
Entitlement positions within these schools (FTTE)	22,361	22,399	22,733	22,846	22,789	22,923	21,710	22,360
	Secondary							
	1999	2000	2001	2002	2003	2004	2005	2006
Number of schools which responded	381	394	398	394	385	379	382	382
Entitlement positions within these schools (FTTE)	15,242	15,574	15,763	15,499	15,948	16,082	17,641	18,154
	Total							
	1999	2000	2001	2002	2003	2004	2005	2006
Number of schools which responded	2,618	2,607	2,583	2,577	2,506	2,405	2,301	2,280
Entitlement positions within these schools (FTTE)	37,603	37,973	38,496	38,345	38,737	39,005	39,351	40,514

¹ Entitlement positions¹ for the 2006 school year are based on provisional data for those schools that responded (162 primary schools and 36 secondary schools did not return completed survey forms in 2006). The entitlement 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 2006 School Year

The monitoring of teacher vacancies and re-advertised vacancies⁵ provides a useful source of information about the supply of and demand for teachers. While it is expected that most schools will on occasion experience a staffing vacancy, it is re-advertised vacancies (or 'hard-to-staff' positions) in particular, that provide a measure of the difficulty experienced by schools in recruiting teachers.

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]. Information on positions such as Reading Recovery and Operations Grant-funded teachers are not included in this analysis.

How many schools had vacancies as at 7 February 2006?

As in previous years, a small proportion of all schools (13.4%) had vacant entitlement positions at the beginning of 2006 (see Table 3). While this overall percentage has increased slightly in 2006 (from 13.2% in 2005), the pattern of change is slightly different by school type. The proportion of secondary schools with entitlement vacancies remained the same as in 2005 (31.4%). By contrast, the proportion of primary schools with entitlement vacancies increased slightly from 9.6 percent to 9.8 percent.

How many vacancies were there as at 7 February 2006?

In 2006, the total number of Full-Time Teacher Equivalent (FTTE) vacancies across all schools was 369.2. 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 as at 7 February 2006). The proportion of all vacant FTTE entitlement positions in those schools remained the same as in the 2005 survey.

The proportion of vacancies to entitlement positions in the primary sector decreased slightly from 0.9 percent to 0.8 percent, whereas the proportion of vacancies to entitlement positions in the secondary sector was similar to 2005 (1.0% in both 2005 and 2006).

⁵ Vacancies which have been advertised nationally more than once with no appointment being made after the first time they were advertised.

Table 3: Vacancies (FTTE) as at the beginning of the school year (1999 – 2006)

	Primary							
	1999	2000	2001	2002	2003	2004	2005	2006
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	286.1	208.0	221.6	272.1	275.2	197.0	189.1	188.3
- proportion of all entitlement positions (%)	1.3	0.9	1.0	1.2	1.2	0.9	0.9	0.8
<i>Schools with vacancies</i>								
- number	245	189	215	245	236	171	184	186
- proportion of all schools (%)	11.0	8.5	9.8	11.2	11.1	8.4	9.6	9.8
<i>Schools with at least one FTTE vacancy</i>								
- number	206	159	157	191	188	142	146	149
- proportion of all schools (%)	9.2	7.2	7.2	8.7	8.9	7.0	7.6	7.9
	Secondary							
	1999	2000	2001	2002	2003	2004	2005	2006
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	132.4	124.7	170.7	237.9	266.1	227.3	173.7	180.9
- proportion of all entitlement positions (%)	0.9	0.8	1.1	1.5	1.7	1.4	1.0	1.0
<i>Schools with vacancies</i>								
- number	101	106	130	148	166	147	120	120
- proportion of all schools (%)	26.5	26.9	32.7	37.6	43.1	38.8	31.4	31.4
<i>Schools with at least one FTTE vacancy</i>								
- number	86	90	116	135	149	128	103	105
- proportion of all schools (%)	22.6	22.8	29.1	34.3	38.7	33.8	27.0	27.5
	All Schools							
	1999	2000	2001	2002	2003	2004	2005	2006
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	418.5	332.7	392.3	510.1	541.3	424.3	362.8	369.2
- proportion of all entitlement positions (%)	1.1	0.9	1.0	1.3	1.4	1.1	0.9	0.9
<i>Schools with vacancies</i>								
- number	346	295	345	393	402	318	304	306
- proportion of all schools (%)	13.2	11.3	13.4	15.3	16.0	13.2	13.2	13.4
<i>Schools with at least one FTTE vacancy</i>								
- number	292	249	273	326	337	270	249	254
- proportion of all schools (%)	11.2	9.6	10.6	12.7	13.4	11.2	10.8	11.1

Re-advertised Vacancies

Similar to previous surveys, the 2006 survey continued to define 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*. As stated earlier, these positions are considered to be an indication of positions being 'hard-to-staff'.

Table 4: Re-advertised vacancies (FTTE) at the beginning of the school year (1999 – 2006)

	Primary							
	1999	2000	2001	2002	2003	2004	2005	2006
<i>Re-advertised positions (FTTE)</i>								
- number	60.9	32.0	36.6	54.7	66.6	40.4	55.2	41.5
- proportion of all entitlement positions (%)	0.3	0.1	0.2	0.2	0.3	0.2	0.3	0.2
<i>Schools with re-advertised positions</i>								
- number	56	28	35	57	59	37	55	42
- proportion of all schools (%)	2.5	1.3	1.6	2.6	2.8	1.8	2.9	2.2
	Secondary							
	1999	2000	2001	2002	2003	2004	2005	2006
<i>Re-advertised positions (FTTE)</i>								
- number	37.4	46.5	59.1	101.9	143.6	116.0	82.0	74.2
- proportion of all entitlement positions (%)	0.2	0.3	0.4	0.7	0.9	0.7	0.5	0.4
<i>Schools with re-advertised positions</i>								
- number	33	42	59	79	104	87	63	61
- proportion of all schools (%)	8.7	10.7	14.8	20.1	27.0	23.0	16.5	16.0
	All Schools							
	1999	2000	2001	2002	2003	2004	2005	2006
<i>Re-advertised positions (FTTE)</i>								
- number	98.3	78.5	95.8	156.6	210.2	156.4	137.2	115.7
- proportion of all entitlement positions (%)	0.3	0.2	0.2	0.4	0.5	0.4	0.3	0.3
<i>Schools with re-advertised positions</i>								
- number	89	70	94	136	163	124	118	103
- proportion of all schools (%)	3.4	2.7	3.6	5.3	6.5	5.2	5.1	4.5

What proportion of schools had re-advertised vacancies?

Table 4 indicates that in 2006, 0.3 percent of all entitlement positions were vacancies that had been re-advertised. This overall percentage is consistent with the 2005 data. The proportion of all re-advertised entitlement vacancies decreased in both primary schools (from 0.3% in 2005 to 0.2% in 2006) and secondary schools (from 0.5% in 2005 to 0.4% in 2006).

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

In 2006, there was a total of 369.2 FTTE vacancies across all schools. Of these, 188.3 FTTE vacancies were in primary schools and 180.9 FTTE vacancies were in secondary schools.

Thirty-one percent (i.e. nearly three in every ten) of teaching vacancies in 2006 had been re-advertised. This was a decrease from 2005, where re-advertised vacancies represented 38 percent of all teaching vacancies.

In 2006, 22.0 percent of all primary school vacancies were re-advertised. This represented a decrease of 7.2 percent from 2005 when 29.2 percent of primary vacancies were re-advertised. There was also a decrease in re-advertised secondary school vacancies from the previous year. In 2006, 41.0 percent of secondary school vacancies were re-advertised, compared with 47.2 percent of secondary school vacancies in 2005.

Schools were asked whether they had any entitlement staffing positions where an appointment had been made but where the appointee was unable to start work at the beginning of Term 1. At the beginning of 2006, eight primary schools (with a total of 5.7 FTTE vacancies), and fourteen secondary schools (with a total of 9.0 FTTE vacancies) had made appointments but the teachers were unable to start teaching at the beginning of the 2006 school year.

Characteristics of Schools where Vacancies and Re-advertised Vacancies were Concentrated

Table 5 provides a breakdown of the schools that had vacancies and re-advertised vacancies at the beginning of the 2006 school year by locality, decile and concentration of Māori students. In previous years, the proportion of vacancies and re-advertised positions were greatest in schools with a higher proportion of Māori students on their roll and in low decile schools (deciles 1 – 3). Data for 2006 in Table 5 shows a similar pattern.

As a proportion of their total staffing entitlement, vacancies were highest in rural localities (with a population less than one thousand), and in minor urban localities (with a population of between 1,000 and 9,999 people). On the other hand, re-advertised positions were relatively lower in schools in main urban (with a population of over thirty thousand) or in rural areas (with a population of less than one thousand), compared to secondary and minor urban areas.

In 2006, the proportion of vacancies to entitlement positions remained a similar level in main urban localities to that experienced in 2005 (0.7%). However, the proportion decreased in rural (from 1.8% in 2005 to 1.6% in 2006), and secondary urban localities (from 1.6% in 2005 to 1.1% in 2006), but increased in minor urban areas (from 1.1% in 2005 to 1.4% in 2006). The proportion of re-advertised positions increased in minor urban areas (from 0.5% in 2005 to 0.6% in 2006), but decreased in secondary urban (from 0.8% in 2005 to 0.5% in 2006) and in rural areas (from 0.8% in 2005 to 0.4% in 2006).

Similar to previous years, the proportion of vacancies and re-advertised positions to total staffing entitlement was highest in the schools with a greater concentration of Māori students. However, the proportion of vacancies decreased slightly in schools with the highest concentration of Māori students (from 1.6% in 2005 to 1.5% in 2006). The proportion of re-advertised positions in these schools decreased slightly from 0.7 percent in 2005 to 0.5 percent in 2006. In schools with low concentrations of Māori students, the proportion of vacancies (0.6%) and re-advertised positions (0.2%) to all staffing entitlement remained the same as 2005.

In 2006, there was again a clear pattern evident by school decile, as in previous years. The proportion of vacancies and re-advertised positions to staffing entitlement was highest in low decile schools (deciles 1 – 3) and lowest in high decile schools (deciles 8 – 10). However, the proportion of vacancies increased slightly in high decile schools (from 0.6% in 2005 to 0.7% in 2006), but decreased in low decile schools (from 1.4% in 2005 to 1.3% in 2006), and in mid-decile (deciles 4 -7) schools (from 0.9% in 2005 to 0.8% in 2006). The proportion of re-advertised vacancies to entitlement positions remained constant in high decile schools (0.2%) and for mid-decile schools (0.3%) from 2005 to 2006, and decreased slightly for low decile schools (from 0.6% in 2005 to 0.5% in 2006).

Table 5: Distribution of vacancies and of re-advertised positions in 2006, by school characteristics ^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	306	13.4	369.2	0.9	103	4.5	115.7	0.3
<i>Locality</i>								
Main Urban (population > 30,000)	174	14.4	210.8	0.7	54	4.5	59.4	0.2
Secondary Urban (10,000 to 30,000)	23	15.8	32.1	1.1	12	8.2	14.3	0.5
Minor Urban (1,000 to 9,999)	49	18.7	68.1	1.4	22	8.4	27.8	0.6
Rural (< 1,000)	60	9.1	58.2	1.6	15	2.3	14.2	0.4
<i>Māori Roll (quartiles)^b</i>								
0% to <9.0%	62	12.0	66.5	0.6	18.0	3.5	17.2	0.2
9.0% to <17.4%	77	13.5	92.5	0.8	24.0	4.2	27.6	0.2
17.4% to <34.8%	77	13.6	94.1	0.9	26.0	4.6	32.0	0.3
34.8% to 100%	85	14.9	112.5	1.5	35.0	6.2	38.9	0.5
<i>Socio-economic indicator</i>								
Deciles 1–3	99	15.0	135.0	1.3	40	6.1	47.8	0.5
Deciles 4–7	127	13.5	139.2	0.8	44	4.7	45.7	0.3
Deciles 8–10	80	11.8	95.1	0.7	19	2.8	22.2	0.2

^a Note that percentages in the first and third columns of figures in this table are based on the total number of schools and percentages in the second and fourth columns are based on the total number of provisional entitlement positions in each category.

^b Māori roll information was unavailable for five schools which indicated a total of 3.7 FTTE vacancies. These five schools had no vacancies which had been re-advertised.

The Geographical Location of Schools with Vacancies and Re-advertised Positions

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 in 2006 was compared. Vacancies were calculated for each Ministry of Education Local Office area. Table 6 provides details of regional vacancies and re-advertised positions for 2005 and 2006.

In 2006, the proportion of vacancies in any one Ministry of Education local office area ranged from 0.6 percent to 1.3 percent of entitlement positions in that area (compared with 0.7% to 2.8% in 2005). The proportion of re-advertised positions ranged from 0.1 percent to 0.7 percent in 2006 (compared with a range of 0.2% to 1.7% in 2005).

In 2006, the Invercargill and the Whangarei local office recorded the highest proportion of vacancies (1.3% of all entitlement), above the national average of 0.9 percent. Whangarei local office also recorded the highest re-advertised positions (0.7%), well above the national average of 0.3 percent.

The local offices that experienced an increase in vacancies in 2006 compared to 2005, as a proportion of entitlement positions were Dunedin (an increase of 0.3%), Auckland North, Wanganui, and Whangarei (all at an increase of 0.2%), and Auckland South (0.1%). Those that experienced a decrease were Invercargill (down by 1.5%), Rotorua and Nelson (both 0.3%), Hamilton (0.2%), and Napier (0.1%). The proportion of vacancies in the Wellington (1.0%) and Christchurch (0.6%) offices remained the same as in 2005.

Table 6: Regional distribution (according to Ministry of Education Local Offices) of vacancies and of re-advertised positions 2005 and 2006

Ministry of Education Local Offices	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2005		2006		2005		2006	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	18.5	1.1	19.8	1.3	9.6	0.6	11.2	0.7
Auckland North	27.3	0.7	40.5	0.9	8.0	0.2	9.9	0.2
Auckland South	53.6	0.7	60.5	0.8	19.5	0.2	23.4	0.3
Hamilton	43.7	1.2	38.2	1.0	15.8	0.4	8.9	0.2
Rotorua	37.0	1.2	26.2	0.9	12.6	0.4	10.2	0.3
Wanganui	27.3	0.8	33.4	1.0	10.0	0.3	5.0	0.2
Napier	22.1	1.0	22.5	0.9	9.2	0.4	7.6	0.3
Wellington	44.0	1.0	48.0	1.0	11.6	0.3	17.8	0.4
Nelson	22.3	1.4	18.5	1.1	3.1	0.2	10.0	0.6
Christchurch	26.2	0.6	28.7	0.6	12.0	0.3	2.8	0.1
Dunedin	15.2	0.8	20.4	1.1	10.0	0.6	5.0	0.3
Invercargill	25.7	2.8	12.5	1.3	15.8	1.7	3.9	0.4
Total	362.8	0.9	369.2	0.9	137.2	0.3	115.7	0.3

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

Subject Vacancies in Secondary Schools

As in previous surveys, the 2006 survey also 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.

In 2006, more specific information was gathered in the areas of technology, sciences and Māori studies. These particular subjects have been broken down into different subject areas (refer to Table 7). Note that 2006 was the first year that these subjects have been separated out, hence, no equivalent information is available for previous years.

Overall, at the beginning of 2006, there were a total of 180.9 (FTTE) vacancies representing 0.9 percent of all entitlement positions in secondary schools. This was 7.2 more FTTE vacancies than at the beginning of 2005 (where there were a total of 173.7 FTTE vacancies representing 0.9% of all entitlement positions).

No subject area information was provided for a total of 36.5 FTTE vacancies in 2006. The pattern of vacancies by subject area was similar to 2005. The highest proportion vacancies in both 2005 and 2006 occurred in technology and mathematics.

At the beginning of 2006, there were 35.6 FTTE vacancies in technology subjects representing 19.7 percent of all vacancies in secondary schools. This was an increase of 8.7 FTTE vacancies from 2005. Hard material technology (10.5 FTTE vacancies, 5.8% of all secondary vacancies) and food technology (10.4 FTTE vacancies, 5.7% of all secondary vacancies) had the highest proportions of vacancies in the technology area.

For mathematics, there were 20.6 FTTE vacancies representing 11.4 percent of all vacancies in secondary schools, a decrease of 2.5 percent from 2005.

Vacancies in the sciences increased from 13.1 FTTE vacancies in 2005 (7.5% of all secondary vacancies) to 17.4 FTTE vacancies in 2006 (9.6% of all secondary vacancies). In the science subject areas, general science had the most vacancies (9.1 FTTE vacancies, 5.0% of all secondary vacancies).

There were also increases in the proportions of vacancies in:

- physical education from 5.1 percent of FTTE entitlement positions in 2005 (8.9 FTTE vacancies) to 6.6 percent in 2006 (11.9 FTTE);
- social sciences from 3.7 percent of FTTE entitlement positions in 2005 (6.4 FTTE vacancies) to 4.1 percent in 2006 (7.4 FTTE); and
- music from 2.5 percent of FTTE entitlement positions in 2005 (4.3 FTTE vacancies) to 3.5 percent in 2006 (6.4 FTTE).

There were decreases in the proportion of vacancies in:

- English from 9.2 percent of FTTE entitlement positions in 2005 (16.0 FTTE vacancies) to 8.2 percent in 2006 (14.8 FTTE);
- Māori from 8.1 percent of FTTE entitlement positions in 2005 (14.1 FTTE vacancies) to 5.0 percent in 2006 (9.0 FTTE);
- art from 3.6 percent of FTTE entitlement positions in 2005 (6.3 FTTE vacancies) to 3.1 percent in 2006 (5.6 FTTE);
- guidance counselling from 2.7 percent of FTTE entitlement positions in 2005 (4.7 FTTE vacancies) to 1.9 percent in 2006 (3.4 FTTE);
- commerce from 2.5 percent of FTTE entitlement positions in 2005 (4.4 FTTE) to 1.7 percent in 2006 (3.0 FTTE); and
- languages from 1.6 percent of FTTE entitlement positions in 2005 (2.8 FTTE) to 0.6 percent in 2006 (1.0 FTTE).

Table 7: Subject areas in which there were vacancies in secondary schools at the beginning of the 2005 and 2006 school years

Subject areas	Number of FTTE vacancies in 2005	Percentage of total FTTE vacancies in 2005 (%)	Number of FTTE vacancies in 2006	Percentage of total FTTE vacancies in 2006 (%)
Technology	26.9	15.5	35.6	19.7 ^f
Soft material technology	-	-	3.5	1.9
Hard material technology	-	-	10.5	5.8
Food technology	-	-	10.4	5.7
ICT/Computing	-	-	7.3	4.0
Technology	-	-	3.9	2.2
Mathematics	24.2	13.9	20.6	11.4
Sciences	13.1	7.5	17.4	9.6 ^f
General Science	-	-	9.1	5.0
Biology	-	-	3.4	1.9
Chemistry	-	-	1.9	1.1
Physics	-	-	3.0	1.7
English	16.0	9.2	14.8	8.2
Physical education ^a	8.9	5.1	11.9	6.6
Māori	14.1	8.1	9.0	5.0
Māori (Te Reo)	-	-	4.0	2.2
Medium Māori / Bilingual	-	-	5.0	2.8
Social Sciences ^b	6.4	3.7	7.4	4.1
Music	4.3	2.5	6.4	3.5
Art ^c	6.3	3.6	5.6	3.1
Graphics & design	-	-	4.5	2.5
Guidance & counselling	4.7	2.7	3.4	1.9
Commerce ^d	4.4	2.5	3.0	1.7
Languages	2.8	1.6	1.0	0.6
Other (not more than 3 FTTEs in any one area) ^e	3.1	1.8	3.8	2.1
Subject area not specified	38.5	22.2	36.5	20.2
Total	173.7	100.0	180.9	100.0

a Physical Education includes Health.

b Social Sciences include Geography, Social Studies and History.

c Art includes Art, Drama, and Performance Art.

d Commerce includes Accounting, Economics, and Business Studies.

e In 2005, subjects in the 'other' category include pastoral care, early childhood education, hospitality, horticulture, and careers guidance.

f Due to rounding, percentages may not add to the total for that subject area.

Measures Taken by Schools to Cover Vacant Positions

Schools were asked to provide details of any interim measures they had in place to cover vacancies at the time they were surveyed. Several options for covering vacancies were outlined on the survey form and additional measures could also be described.

Tables 8 and 9 indicate that the use of trained relief staff (employed for 10 school weeks or less) continues to be the most common measure used to cover vacancies in both primary and secondary schools. The use of trained relief staff decreased in both primary schools (from 62.1% of all entitlement positions in 2005 to 58.6% in 2006) and secondary schools (from 51.5% in 2005 to 43.0% in 2006).

Secondary schools increased their use of management teachers (from 3.2% in 2005 to 7.0% in 2006), the use of departing staff (from 14.6% in 2005 to 15.7% in 2006), the use of staff with limited authority to teach (from 7.8% in 2005 to 11.9% in 2006), class reorganisation (from 7.9% in 2005 to 10.1% in 2006), and other measures for covering vacancies (from 2.0% in 2005 to 6.4% in 2006).

Primary schools increased their use of management teachers to cover vacant positions (from 13.7% in 2005 to 15.9% in 2006), the use of departing staff (from 4.5% in 2005 to 8.8% in 2006), class reorganisation (from 2.6% in 2005 to 3.8% in 2006), and other measures to cover vacancies (from 5.15% in 2005 to 7.8% in 2006). The use of staff with limited authority decreased slightly from 2.2% in 2005 to 0.8% in 2006.

Table 8: Measures taken in primary schools to cover vacancies in 2003 – 2006

	2003		2004		2005		2006	
	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %
Management teachers (DP/AP)	28.8	10.5	20.5	10.4	25.9	13.7	29.9	15.9
Departing staff	17.8	6.5	10.0	5.1	8.5	4.5	16.5	8.8
Trained relief staff (employed for 10 school weeks or less)	144.9	52.7	104.5	53.0	117.5	62.1	110.3	58.6
Limited authority to teach	10.3	3.7	4.2	2.1	4.2	2.2	1.5	0.8
Class reorganisation	19.9	7.2	9.9	5.0	5.0	2.6	7.1	3.8
Other measures ^a	39.8	14.5	16.2	8.2	9.7	5.1	14.8	7.8
Not specified	13.7	5.0	31.7	16.1	18.3	9.7	8.2	4.3
Total FTTE vacancies	275.2	100.0	197.0	100.0	189.1	100.0	188.3	100.0

a 'Other measures' included cover provided other forms of relief teacher and the reallocation of staff.

Table 9: Measures taken in secondary schools to cover vacancies in 2003 – 2006

	2003		2004		2005		2006	
	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %
Management teachers (DP/AP)	20.6	7.8	14.9	6.6	5.5	3.2	12.7	7.0
Departing staff	42.9	16.1	22.3	9.8	25.4	14.6	28.4	15.7
Trained relief staff (employed for 10 school weeks or less)	139.3	52.3	125.1	55.0	89.4	51.5	77.7	43.0
Limited authority to teach	21.0	7.9	22.0	9.7	13.5	7.8	21.5	11.9
Class reorganisation	18.2	6.8	14.4	6.3	13.8	7.9	18.2	10.1
Other measures ^a	18.6	7.0	12.0	5.3	3.4	2.0	11.5	6.4
Not specified	5.5	2.1	16.6	7.3	22.5	13.0	10.9	5.9
Total FTTE vacancies	266.1	100.0	227.3	100.0	173.7	100.0	180.9	100.0

a In 2006, 'Other measures' included reallocating existing staff, other forms of relief.

Measures Taken by Primary Schools to Cover Classroom Release Time (CRT)

School staffing improvements have led to more full-time teaching equivalents since 2001. These improvements provide schools with extra teachers to increase the capacity of schools to deliver quality education by relieving teacher workload and staffing pressures. From the fourth term of the 2005 school year, and annually from then on, primary and special schools will be entitled to a total of 740 extra FTTEs nationally to resource classroom release time (CRT). Each classroom teacher who is entitled to CRT will receive the entitlement of 10 hours per term.

In the 2006 survey form, two extra questions relating to CRT were added. In the first question, principals were asked to indicate the main way in which their teachers are taking, or are planning to take their classroom release time in 2006. Table 10 shows that primary school teachers are most likely to take their CRT in a two 1-day block per term (47.4%). Other ways include taking one hour of CRT per week (15.3%), and as a four half day blocks each term (11.1%). A small proportion of schools (3.5%) have not yet decided on how their CRT will be taken.

Table 10: Main ways primary schools^a are taking, or are planning to take, their teachers' classroom release time

	Percent of all schools (%)
One hour per week	15.3
Four half day blocks per term	11.1
Two 1 day blocks per term	47.4
One 2 day block per term	4.4
Yet to be decided	3.5
Other	14.6
Unknown	3.7
TOTAL	100.0

^a n = 1,898

The second question asked principals to indicate how the teachers' classroom release time are being, or planning to be covered. Table 11 shows that 37 percent of all schools are planning to use relievers to cover CRT, and a further 30 percent of schools are planning to use a mix of additional staff and relievers. For a very small proportion of schools, principals (2.7%), and additional fixed term staff (1.9%) will cover CRT. Some 'other' options to cover CRT include using specialist teachers, such as music, and technology teachers.

Table 11: Main ways primary schools^a are covering, or are planning to cover, their teachers' classroom release time

	Percent of all schools (%)
Additional permanent staff	18.1
Additional fixed term staff	1.9
Reliever Pool	36.9
A mix of additional staff & relievers	29.8
Principals	2.7
Other	8.2
Unknown	2.4
TOTAL	100.0

^a n = 1,898

Sources of Teacher Supply in 2006

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 2006 survey asked questions about these two sources of teacher supply: the recruitment of overseas teachers and of beginning teachers.

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 2006 survey, an 'overseas teacher' was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2004, 2005, and 2006.*

In 2006, there was a decrease in the number of overseas teachers in both primary (280 in 2006 compared to 286 in 2005) and secondary (754 in 2006 compared to 830 in 2005) schools⁶. The proportion of overseas teachers who were teaching for the first time at a New Zealand school (at the beginning of the current school year) decreased from 32 percent in 2005 to 30 percent in 2006.

Table 12: The year in which overseas teachers (teaching at schools in 2006) began teaching in New Zealand

As at 7 February 2006	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who began in 2004	92	249	341
Overseas teachers who began in 2005	121	262	383
Overseas teachers who began in (at the beginning of) 2006	67	243	310
TOTAL	280	754	1,034

The equivalent data from 2005 *Teacher Vacancy Survey* are detailed in Appendix Table A2.

⁶ It should be noted that more schools responded to the *Teacher Vacancy Survey* in 2006 than in previous years. Completed surveys were not received from 162 primary schools and 36 secondary schools in 2006 therefore the number of overseas teachers employed at the start of the 2006 school year may be slightly higher than reported here.

Table 13 provides details of the 693 overseas teachers that began teaching in New Zealand in either 2005 or 2006. These teachers are considered 'relatively new' to teaching in New Zealand and in 2006 represented 1.5 percent of all primary and secondary teachers. This was a small decrease in the 2005 data (1.7% of all teachers).

The number of secondary and primary schools employing 'relatively new' overseas teachers decreased slightly in 2006 in comparison with 2005. The proportion of secondary schools employing these teachers dropped from 56.0 percent in 2005 to 50.3 percent in 2006. However, in primary schools, there was a smaller increase from 6.5 percent in 2005 to 7.3 percent in 2006.

Table 13 also indicates that, in terms of where overseas teachers were employed as a proportion of all teachers in New Zealand, they were slightly more likely to be in schools with a lower proportion of Māori students. They were also least likely to be teaching in schools in rural areas. The decile of the school was not a factor related to where an overseas teacher was employed at the beginning of 2006. These results are similar to those in 2005.

Equivalent data from the 2005 *Teacher Vacancy Survey* are detailed in Appendix Table A1.

Just under half (49.4%) of 'relatively new' overseas teachers who began teaching in New Zealand for the first time in either 2005 or 2006 (N=342) were teaching in the Auckland North and Auckland South local office areas. As a proportion of the overall teaching force, these teachers accounted for 2.6 percent of teachers in the Auckland South area and 2.3 percent of teachers in Auckland North area. The Whangarei (1.4%), Rotorua, Nelson (both 1.3%), Wellington and Napier (both 1.2%) areas had the next highest proportion of 'relatively new' overseas teachers as a proportion of all teachers in their areas.

Table 13: Characteristics of schools in which 'relatively new'⁷ overseas teachers were employed in 2006

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	331	14.5	693	1.5
Primary	139	7.3	188	0.7
Secondary	192	50.3	505	2.5
<i>Locality</i>				
Main Urban (population > 30,000)	240	19.9	517	1.5
Secondary Urban (10,000 to 30,000)	21	14.4	59	1.7
Minor Urban (1,000 to 9,999)	47	17.9	78	1.4
Rural (< 1,000)	23	3.5	39	0.9
<i>Māori Roll (quartiles) ^b</i>				
0% to < 9.0%	91	17.6	190	1.5
9.0% to < 17.4%	93	16.3	201	1.5
17.4% to < 34.8%	90	15.9	191	1.6
34.8% to 100%	54	9.5	107	1.3
<i>Socio-economic indicator ^c</i>				
Deciles 1–3	87	13.2	167	1.4
Deciles 4–7	139	14.8	301	1.5
Deciles 8–10	104	15.3	223	1.5

^a 'Percentage of all teachers' is based on a headcount of all teachers on the payroll during pay period 1424.

^b No Māori roll information was available for three schools that employed four overseas teachers.

^c No decile information was available for one school that employed two 'relatively new' overseas teachers.

⁷ '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.

Beginning Teachers

In addition to the questions regarding overseas teachers, the survey also asked about first year 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 Allowance⁸ and those who were not eligible for the allowance.

In 2006, there were 2,344⁹ first year beginning teachers employed in New Zealand schools, 1,363 teachers in primary and 981 in secondary schools. As shown in Table 14, 2,142 teachers were eligible for the Beginning Teacher Time Allowance. The remaining 202 first year teachers were not eligible for the allowance (for example, because they did not meet the specified eligibility criteria).

The number of primary teachers that were eligible for the Beginning Teacher Time Allowance increased in 2006 (from 1,215 teachers in 2005 to 1,276 teachers in 2006), and decreased for secondary teachers (from 985 teachers in 2005 to 866 teachers in 2006). Sixty-five of the beginning teachers were also from overseas; the majority of this group (N=44) were teaching in secondary schools.

Table 15 provides details of the characteristics of the schools in which beginning teachers were employed in 2006. As a proportion of all teachers in each of the sectors, slightly more beginning teachers entered the primary sector (5.2%) than the secondary sector (4.8%).

Similar to 2005, the large majority (74.9%) of all secondary schools in 2006 employed at least one beginning teacher. As a proportion of all teachers, beginning teachers were more likely to be teaching in lower decile schools (5.8%), this was also found in 2005.

Results of the 2005 survey are shown in Appendix Table A3 to enable comparisons to be made.

In 2006, the highest proportion of beginning teachers (including beginning teachers eligible and not eligible for the Beginning Teacher Time Allowance) were employed in the Invercargill (11.1%), Auckland South (5.7%), Auckland North (5.3%), and Wellington (5.2%) local areas.

Similar to previous years, as a proportion of all teachers, beginning teachers were more likely to be teaching in schools with larger concentration of Māori students (5.7% of all teachers). They were also more likely to be in main urban areas (5.1% of all teachers) or in minor urban areas (5.0%).

⁸ The Beginning Teacher Time Allowance is available to school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. A beginning teacher appointed to a full-time position is entitled to 0.2 FTTE time allowance for advice and guidance for their first year, provided they meet the specified eligibility criteria. Under the Secondary Teachers' Collective Agreement 2004-2007, second-year beginning teachers in secondary schools who are employed full-time receive 0.1 FTTE time for advice and guidance purpose during their second year.

⁹ Completed surveys were not received from 162 primary schools and 36 secondary schools. The number of beginning teachers employed at the start of the current school year may therefore be higher than this number.

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 2006, five principals reported that they were beginning teachers (one was Year 1 beginning teachers and four were Year 2 beginning teachers). These teachers were teaching in special character schools or with a total roll of less than fifty students.

Table 14: First year beginning teachers in New Zealand schools on day one of the new school year (1999 – 2006)¹⁰

Number of (headcount)	1999	2000	2001	2002	2003	2004	2005	2006
<i>Total beginning teachers</i>								
Total	-	-	-	2,454	2,524	2,348	2,308	2,344
Primary	-	-	-	1,563	1,556	1,319	1,288	1,363
Secondary	-	-	-	891	968	1,029	1,020	981
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	2,055	2,215	2,190	2,253	2,364	2,200	2,200	2,142
Primary	1,315	1,400	1,457	1,411	1,441	1,211	1,215	1,276
Secondary	740	815	733	842	923	989	985	866
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	-	-	-	201	160	148	108	202
Primary	-	-	-	152	115	108	73	87
Secondary	-	-	-	49	45	40	35	115
<i>Beginning overseas teachers</i>								
Total	69	34	41	39	57	81	58	65
Primary	36	17	17	11	13	10	23	21
Secondary	33	17	24	28	44	71	35	44
<i>Total beginning teachers, excluding those from overseas</i>								
Total	1,986	2,181	2,149	2,415	2,467	2,267	2,250	2,279
Primary	1,279	1,383	1,440	1,552	1,543	1,309	1,265	1,342
Secondary	707	798	709	863	924	958	985	937

¹⁰ Prior to 2002 information was only sought on first year beginning teachers who were eligible for the Beginning Teacher Time Allowance.

Table 15: Characteristics of schools in which beginning teachers were employed in 2006

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,049	46.0	2,344	5.0
Primary	763	40.2	1,363	5.2
Secondary	286	74.9	981	4.8
<i>Locality</i>				
Main Urban (population > 30,000)	695	57.5	1,686	5.1
Secondary Urban (10,000 to 30,000)	70	47.9	156	4.5
Minor Urban (1,000 to 9,999)	133	50.8	276	5.0
Rural (< 1,000)	151	22.8	226	4.9
<i>Māori Roll (quartiles) ^b</i>				
0% to < 9.0%	240	46.3	537	4.3
9.0% to < 17.4%	273	47.7	659	4.9
17.4% to < 34.8%	277	48.9	648	5.4
34.8% to 100%	246	43.2	484	5.7
<i>Socio-economic indicator ^c</i>				
Deciles 1–3	312	47.3	669	5.8
Deciles 4–7	429	45.6	989	4.9
Deciles 8–10	307	45.3	685	4.5

^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 1424.

^b No Māori roll information was available for thirteen schools that employed sixteen first year beginning teachers.

^c No decile information was available for one school that employed one first year beginning teacher.

Conclusion

The *Teacher Vacancy Survey* has been undertaken by the Research Division of the Ministry of Education each year since 1997. This one-page survey, which schools complete at the beginning of the school year and return by fax, provides the Ministry with a snapshot of the number of vacancies and re-advertised vacancies in schools at the start of Term 1, how these vacancies are being covered and, in the case of secondary schools, in what subject areas pressure points are occurring. While school vacancies are also monitored through the March 1 roll returns and through the advertisements in the *Education Gazette*, the *Teacher Vacancy Survey* provides the Ministry with valuable vacancy information early in the school year. The 2006 survey was completed by 92 percent of all schools.

The overall number of entitlement positions was greater at the beginning of 2006 than at the beginning of 2005, there were more entitlement positions in primary and secondary schools. However, the vacancies and re-advertised positions, as a proportion of all entitlement positions in 2006 remained the same as 2005.

The roll growth seen over recent years continues to move from primary schools into secondary schools. It is expected that the demand for teachers in secondary schools will remain high and peak in 2007. It is therefore interesting to note that in 2006, the number of secondary school vacancies, as a proportion of all entitlement positions, has remained the same as 2005 (1.0% in 2005 and 2006). The proportion of secondary schools with vacancies also remained the same as 2005 (31.4% in 2005 and 2006).

Since 2003, the number of re-advertised positions, an indication of 'hard-to-staff' positions, has decreased, but in 2006, the proportions of all entitlement positions that were re-advertised remained the same as 2005 for all schools (0.3%).

In terms of covering their vacancies, both primary (58.6%) and secondary (43.0%) schools were more likely to use trained relief staff who were employed for 10 weeks or less as the main means of covering vacancies in 2006, as in previous years. In addition, primary schools continued to increase their use of management teachers (from 13.7% in 2005 to 15.9% in 2006), the use of departing staff (from 4.5% in 2005 to 8.8% in 2006), class reorganisation (from 2.6% in 2005 to 3.8% in 2006), and other measures to cover vacancies (from 5.1% in 2005 to 7.8% in 2006). Over the same period, secondary schools increased their use of management teachers (from 3.2% in 2005 to 7.0% in 2006), departing staff (from 14.6% in 2005 to 15.7% in 2006), the use of staff with limited authority to teach (from 7.8% in 2005 to 11.9% in 2006), class reorganisation (from 7.9% in 2005 to 10.1% in 2006), and other measures for covering vacancies (from 2.0% in 2005 to 6.4% in 2006).

As in previous years, vacancies and re-advertised vacancies were greater in schools that had larger concentrations of Māori students and in deciles 1-3 schools.

The Invercargill and the Whangarei local office areas recorded the highest vacancies as a proportion of all entitlement positions (1.3%). Other local office areas with above the national average of 0.9 percent of vacancies to entitlement positions were Nelson and Dunedin (both 1.1%), Hamilton, Wanganui, and Wellington (1.0%). Whangarei local office recorded the highest re-advertised positions (0.7%), well above the national average of 0.3 percent of all entitlement positions being re-advertised.

In 2006, the subject areas most sought after in secondary schools were technology (19.7% of all FTTE vacancies), mathematics (11.4%), sciences (9.6%), English (8.2%), and physical education (6.6%).

Although vacancies and re-advertised vacancies in 2006 remained the same as 2005, the demand for teachers in secondary schools is expected to remain high for the next year as secondary rolls continue to grow. It is expected that secondary roll growth will peak in 2007.

Teacher supply is a priority for the Ministry of Education and over recent years the government has introduced a number of initiatives designed to increase the supply of teachers. The Ministry will continue to closely monitor the teacher supply situation and the initiatives it has in place, especially in light of the wider context in which other countries are also experiencing shortages of secondary school teachers.

Appendices

Table A1: Characteristics of schools in which ‘relatively new’¹¹ overseas teachers were employed in 2005

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	338	14.7	772	1.7
Primary	124	6.5	176	0.7
Secondary	214	56.0	596	3.0
<i>Locality</i>				
Main Urban (population > 30,000)	222	18.5	553	1.7
Secondary Urban (10,000 to 30,000)	27	18.8	56	1.7
Minor Urban (1,000 to 9,999)	56	21.1	108	1.9
Rural (< 1,000)	33	4.8	55	1.1
<i>Māori Roll (quartiles)^b</i>				
0% to < 8.2%	84	16.5	222	1.9
8.3% to < 17.1%	107	18.9	241	1.8
17.2% to < 34.2%	80	14.2	177	1.5
34.3% to 100%	60	10.6	123	1.5
<i>Socio-economic indicator</i>				
Deciles 1–3	92	13.3	212	1.7
Deciles 4–7	143	15.5	320	1.7
Deciles 8–10	103	15.1	240	1.7

^a ‘Percentage of all teachers’ is based on a headcount of all teachers on the payroll during pay period 1324.

^b No Māori roll information was available for seven schools that employed nine overseas teachers.

¹¹ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2004 or 2005.

Table A2: The year in which overseas teachers (teaching at schools in 2005) began teaching in New Zealand

As at 31 January 2005	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who began in 2003	110	234	344
Overseas teachers who began in 2004	84	331	415
Overseas teachers who began in (at the beginning of) 2005	92	265	357
TOTAL	286	830	1,116

Table A3: Characteristics of schools in which beginning teachers were employed in 2005

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,055	45.8	2,308	5.0
Primary	751	39.1	1,288	4.9
Secondary	304	79.6	1,020	5.1
<i>Locality</i>				
Main Urban (population > 30,000)	679	56.7	1,635	5.1
Secondary Urban (10,000 to 30,000)	75	52.1	157	4.7
Minor Urban (1,000 to 9,999)	133	50.0	278	4.9
Rural (< 1,000)	168	24.2	238	4.9
<i>Māori Roll (quartiles)^b</i>				
0% to < 8.2%	239	46.9	543	4.5
8.3% to < 17.1%	277	49.0	651	5.0
17.2% to < 34.2%	264	46.9	612	5.2
34.3% to < 100%	239	42.3	424	5.1
<i>Socio-economic indicator^c</i>				
Deciles 1–3	310	44.9	669	5.4
Deciles 4–7	443	47.9	948	5.0
Deciles 8–10	301	44.0	690	4.8

^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 1324.

^b No Māori roll information was available for thirty six schools that employed seventy eight first year beginning teachers.

^c No decile information was available for one school that employed one first year beginning teacher.

TEACHER VACANCY SURVEY: Primary & Special

Current Entitlement Vacancies as at 7 February 2006

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

1. Do you have any entitlement staffing vacancies as at 7 February 2006 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)

Yes – go to Q2 No – go to Q6

2. Please indicate the number of vacancies, calculated in FTTEs, you have as at 7 February 2006. (FTTE = Full Time Teacher Equivalent.)

Number of FTTEs sought..... •

3. How many of the vacancies indicated in Question 2 are you presently covering with the following interim measures? (Please specify number of FTTE vacancies covered by each measure.)

Method of covering vacancies	Number of FTTE vacancies
a) management staff..... (eg DP/AP)	<input type="text"/> • <input type="text"/>
b) departing staff.....	<input type="text"/> • <input type="text"/>
c) relief staff (employed for 10 school weeks or less)	
— trained.....	<input type="text"/> • <input type="text"/>
— limited authority to teach.....	<input type="text"/> • <input type="text"/>
d) class reorganisation.....	<input type="text"/> • <input type="text"/>
e) other measures..... (please specify)	<input type="text"/> • <input type="text"/>

4. 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. •

5. 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 FTTE's..... •

CLASSROOM RELEASE TIME (CRT)

6a. Please indicate the **main** way in which your teachers are taking, or are planning to take, their classroom release time.

Tick one option

One hour per week.....

Four half day blocks per term.....

Two 1 day blocks per term.....

One 2 day block per term.....

Yet to be decided.....

Other (specify).....

6b. Please indicate how you are covering, or planning to cover, teachers' classroom release time.

Tick one option

Additional permanent staff.....

Reliever pool.....

Mix of additional staff & relievers.....

Other (specify).....

OVERSEAS TEACHERS

7. Do you currently employ any overseas trained teachers who taught for the **first time** in New Zealand in 2004, 2005 or 2006?

Yes No – go to Q8 **Headcount (not FTTE)**

- If yes, enter actual **number** of overseas teachers who taught for the first time in 2004
- If yes, enter actual **number** of overseas teachers who taught for the first time in 2005
- If yes, enter actual **number** of overseas teachers who taught for the first time in 2006

BEGINNING TEACHERS

8a. Do you have any **first year** beginning teachers on your staff in 2006?

Yes No **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?.....

8b. 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 15
February 2006.**

TEACHER VACANCY SURVEY: Secondary & Composite

Current Entitlement Vacancies as at 7 February 2006

SCHOOL NAME:

NUMBER:

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

VACANCIES

1. Do you have any entitlement staffing vacancies as at 7 February 2006 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)
- Yes – go to Q2 No – go to Q7

2. Please indicate the number of vacancies, calculated in FTTEs, you have as at 7 February 2006. (FTTE = Full Time Teacher Equivalent.)
- Number of FTTEs sought..... •

3. How many of the vacancies indicated in Question 2 are you presently covering with the following interim measures? (Please specify number of FTTE vacancies covered by each measure.)

Method of covering vacancies	Number of FTTE vacancies
a) management staff..... (eg DP/AP)	<input type="text"/> • <input type="text"/>
b) departing staff.....	<input type="text"/> • <input type="text"/>
c) relief staff (employed for 10 school weeks or less)	
— trained.....	<input type="text"/> • <input type="text"/>
— limited authority to teach.....	<input type="text"/> • <input type="text"/>
d) class reorganisation.....	<input type="text"/> • <input type="text"/>
e) other measures..... (please specify)	<input type="text"/> • <input type="text"/>

4. 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. •

5. 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 FTTE's..... •

6. 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"/>
General science.....	<input type="text"/>	<input type="text"/>
Technology		
Soft material technology.....	<input type="text"/>	<input type="text"/>
Hard material technology.....	<input type="text"/>	<input type="text"/>
Food technology.....	<input type="text"/>	<input type="text"/>
ICT/Computing.....	<input type="text"/>	<input type="text"/>
Technology.....	<input type="text"/>	<input type="text"/>
Biotechnology.....	<input type="text"/>	<input type="text"/>
Electronics & control.....	<input type="text"/>	<input type="text"/>
Food & nutrition.....	<input type="text"/>	<input type="text"/>
Graphics & design.....	<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"/>

OVERSEAS TEACHERS

7. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2004, 2005 or 2006?

Yes No – go to Q8

Headcount (not FTTE)

▪ If yes, enter actual number of overseas teachers who taught for the first time in 2004

▪ If yes, enter actual number of overseas teachers who taught for the first time in 2005

▪ If yes, enter actual number of overseas teachers who taught for the first time in 2006

BEGINNING TEACHERS

8. Do you have any first year beginning teachers on your staff in 2006?

Yes No 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?

**When completed please freefax this form to
0800 224 229 no later than Wednesday 15
February 2006.**

