

  


**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 2005 SCHOOL YEAR**

**Research Division  
Ministry of Education**

**RESEARCH DIVISION**



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# Monitoring Teacher Supply

Survey of Staffing in New Zealand  
Schools at the Beginning of the 2005  
School Year

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PREPARED BY:

Research Division

Ministry of Education

**June 2005**

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## EXECUTIVE SUMMARY

Since 1997 the Research Division of the Ministry of Education has undertaken a *Teacher Vacancy Survey* of all state and state integrated schools at the beginning of each school year to monitor the staffing situation in New Zealand schools. This one-page survey provides the Ministry with a snapshot of the number of entitlement<sup>1</sup> 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 pressure points are occurring. While school vacancies are also monitored through the March and July roll returns<sup>2</sup> and through the advertisements in the *Education Gazette* this survey provides the Ministry with valuable vacancy information early in the school year.

The 2005 survey was completed by 89 percent of all schools (91% of primary schools and 80% of secondary schools). This is a lower response rate than was achieved for the 2004 survey which was completed by 95 percent of all schools.

The 2005 results show that while vacancies in primary schools remained at a similar level as in 2004, in secondary schools vacancies continued to decline. Thirty-one percent of secondary schools had vacancies at the beginning of the school year compared with 39 percent at the same time in 2004. The vacancies within these schools represented 1.0 percent of all entitlement positions in secondary schools, down from 1.4 percent in 2004.

The number of re-advertised positions is considered to be an indication of “hard-to-staff” positions. Compared with 2004, in 2005 more primary and fewer secondary schools appeared to be having difficulty in filling their vacancies. In 2005, 2.9 percent of all primary schools had re-advertised positions (compared with 1.8% in 2004) and 16 percent of all secondary schools had re-advertised positions (compared with 23% in 2004). In 2005, 29 percent of all vacancies and 0.3 percent of all entitlement positions in primary schools were re-advertised (compared with 21% of all vacancies and 0.2% of all entitlement positions in 2004). In secondary schools, 47 percent of all vacancies and 0.5 percent of all entitlement positions were re-advertised in 2005 (compared with 51% of all vacancies and 0.7 percent of all entitlement positions in 2004).

Further results from the survey in 2005 indicated that:

- The Invercargill Ministry of Education local office area recorded the highest proportion of both vacancies and re-advertised positions. In 2005, 2.8 percent of entitlement positions in that office area were vacant, and 1.7 percent had been re-advertised (compared with 1.3% vacancies and 0.5% re-advertised in 2004 respectively).

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<sup>1</sup> 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.

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

- 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).
- A smaller proportion of lower decile schools (deciles 1-3) reported experiencing vacancies in 2005 (15.5%) than was the case in 2004 (17.5%). A similar proportion of lower decile schools reported re-advertised vacancies in 2005 as in 2004.
- 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 (62.1% of all primary vacancies were covered in this way) and secondary (51.5%) schools. This measure was used to a greater extent in primary schools and to a relatively lesser extent by secondary schools in 2005 than in 2004.
- The subject areas most sought after in secondary schools were technology (15.5% of all entitlement vacancies), mathematics (13.9%), English (9.2%), Māori (8.1%) and sciences (7.5%).
- There were 1,116 overseas teachers (who had taught for the first time in New Zealand in 2003, 2004, or 2005) teaching here at the beginning of 2005. Nearly three-quarters (74.4%) of these teachers were teaching in secondary schools.
- In 2005, the total number of first year beginning teachers decreased slightly in both primary and secondary schools when compared with the previous year.
- As found in previous surveys, beginning teachers were more likely to be teaching 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 (6.2%); Wellington (5.7%), Auckland South (5.5%), and Wanganui (5.4%) local office areas.

The 2005 data suggest that secondary schools are facing less difficulty in staffing their schools than they did in 2004. However, secondary student numbers are still expected to continue to grow in the short term. This implies that the demand for secondary teachers will continue to remain high over the next couple of years. Since 1996, the Ministry of Education has introduced a range of initiatives to increase the supply of teachers. These initiatives<sup>3</sup> 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 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.

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<sup>3</sup> More information on these initiatives can be obtained from the TeachNZ website on [www.teachnz.govt.nz](http://www.teachnz.govt.nz)



## **MONITORING TEACHER SUPPLY**

### **Introduction**

New Zealand primary school rolls peaked in 2003, and are expected to continue to decline over the next few years. Secondary school rolls have seen considerable growth in recent years, but are expected to flatten-off 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 focussed mainly on increasing the number of primary school teachers. However, in more recent years the initiatives have been focussed on getting more teachers into 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, computing, 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;
- Conversion courses to assist existing primary teachers with degree qualifications to teach in secondary schools;
- 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;
- International relocation grants of NZ\$4,000 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 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 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 staffing 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 2005, both primary and secondary schools were asked to complete the survey as at 31 January 2005.

The overall format of the survey has remained largely unchanged since 1997. The 2005 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; and
- the numbers of first year beginning teachers and overseas teachers who are teaching in New Zealand for the first time.

In addition secondary school principals were asked to indicate:

- the subject areas in which any vacancies occurred; and
- the number of positions where an appointment has been made but the appointee was unable to start at the beginning of Term 1.

Schools were then asked to fax the completed forms to the Research Division of the Ministry of Education. The 2005 survey was completed by 89 percent of all schools (91% of all primary and special schools and 80% of all secondary and composite schools).

Completed surveys were received from 1,919 primary and special schools, and 382 secondary and composite schools. One hundred and ninety primary and special schools and ninety-six secondary and composite schools did not return their surveys.

Table 1: *Response Rates*

	Primary <sup>a</sup>	Secondary <sup>b</sup>	Total
Number of schools surveyed	2,109	478	2,587
Number of schools that responded	1,919	382	2,301
% of schools that responded	91.0%	79.9%	88.9%
Number of schools that didn't respond	190	96	286

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

*b* Secondary includes composite, secondary (both years 7-15 & years 9-14) 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.
5. While the survey asked for information on the vacancies within schools, some of the responding schools indicating they were fully staffed at the beginning of the school year took the opportunity to comment on the difficulties they had encountered securing their new teachers. It is acknowledged that the data collected from the *Teacher Vacancy Survey* have limitations and that the survey results do not reflect the time and effort put in by schools to ensure they were fully staffed at the beginning of Term 1.

Table 2 provides details of the numbers of schools responding to the vacancy surveys since 1998 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 possible influences on the number of provisional entitlements include policy changes which create additional teaching positions; the formation of new schools; school mergers, closures and re-designations.

Table 2: *Number of responding schools and the provisional entitlement positions<sup>4</sup> (FTTEs)<sup>5</sup> within these schools (1998 – 2005)*

	Primary							
	1998	1999	2000	2001	2002	2003	2004	2005
Number of schools which responded	2,266	2,237	2,213	2,185	2,183	2,121	2,026	1,919
Entitlement positions within these schools (FTTE)	21,764	22,361	22,399	22,733	22,846	22,789	22,923	21,710
	Secondary							
	1998	1999	2000	2001	2002	2003	2004	2005
Number of schools which responded	380	381	394	398	394	385	379	382
Entitlement positions within these schools (FTTE)	14,976	15,242	15,574	15,763	15,499	15,948	16,082	17,641
	Total							
	1998	1999	2000	2001	2002	2003	2004	2005
Number of schools which responded	2,646	2,618	2,607	2,583	2,577	2,506	2,405	2,301
Entitlement positions within these schools (FTTE)	36,740	37,603	37,973	38,496	38,345	38,737	39,005	39,351

<sup>4</sup> Entitlement positions' for the 2005 school year are based on provisional data for those schools that responded (190 primary schools and 96 secondary schools did not return completed survey forms in 2005). The entitlement figures are confirmed after the annual March 1 roll return data are compiled based on the confirmed March 1 school rolls.

<sup>5</sup> Full-time teacher equivalents.

## THE STAFFING SITUATION IN NEW ZEALAND SCHOOLS AT THE START OF THE 2005 SCHOOL YEAR

The monitoring of teacher vacancies and re-advertised vacancies<sup>6</sup> 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 31 January 2005?

As in previous years, a small proportion of all schools (13.2%) had vacant entitlement positions at the beginning of 2005 (see Table 3). While this overall percentage has remained the same as in 2004, the pattern of change is slightly different by school type. The proportion of secondary schools with entitlement vacancies decreased from 38.8 percent in 2004 to just under one third (31.4%) of secondary schools in 2005. By contrast, the proportion of primary schools with entitlement vacancies increased slightly from 8.4 percent to 9.6 percent. It is important to note that there were approximately five times more primary schools than secondary schools that responded to the 2005 survey.

### How many vacancies were there as at 31 January 2005?

In 2005, the total number of Full-Time Teacher Equivalent (FTTE) vacancies across all schools was 362.8. 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 31 January 2005). This represented a decrease of 0.2 percent in the proportion of vacancies to entitlement positions from the 2004 survey (which in turn decreased by 0.3% from 2003).

Similar to 2004, the proportion of vacancies to entitlement positions in the primary sector in 2005 was 0.9 percent. On the other hand, in the secondary sector the proportion of vacancies to entitlement positions decreased from 1.4 percent to 1.0 percent. As stated earlier, the overall response rate was lower than in 2004. However, it is beyond the scope of this study to establish to what extent the lower response rate of secondary schools in 2005 affected the proportion of entitlement positions reported as vacant.

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<sup>6</sup> *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 (1998 – 2005)*

	Primary							
	1998	1999	2000	2001	2002	2003	2004	2005
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	365.3	286.1	208.0	221.6	272.1	275.2	197.0	<b>189.1</b>
- proportion of all entitlement positions (%)	1.7	1.3	0.9	1.0	1.2	1.2	0.9	<b>0.9</b>
<i>Schools with vacancies</i>								
- number	311	245	189	215	245	236	171	<b>184</b>
- proportion of all schools (%)	13.7	11.0	8.5	9.8	11.2	11.1	8.4	<b>9.6</b>
<i>Schools with at least one FTTE vacancy</i>								
- number	272	206	159	157	191	188	142	<b>146</b>
- proportion of all schools (%)	12.0	9.2	7.2	7.2	8.7	8.9	7.0	<b>7.6</b>
	Secondary							
	1998	1999	2000	2001	2002	2003	2004	2005
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	132.5	132.4	124.7	170.7	237.9	266.1	227.3	<b>173.7</b>
- proportion of all entitlement positions (%)	0.9	0.9	0.8	1.1	1.5	1.7	1.4	<b>1.0</b>
<i>Schools with vacancies</i>								
- number	97	101	106	130	148	166	147	<b>120</b>
- proportion of all schools (%)	25.5	26.5	26.9	32.7	37.6	43.1	38.8	<b>31.4</b>
<i>Schools with at least one FTTE vacancy</i>								
- number	84	86	90	116	135	149	128	<b>103</b>
- proportion of all schools (%)	22.1	22.6	22.8	29.1	34.3	38.7	33.8	<b>27.0</b>
	All Schools							
	1998	1999	2000	2001	2002	2003	2004	2005
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	497.8	418.5	332.7	392.3	510.1	541.3	424.3	<b>362.8</b>
- proportion of all entitlement positions (%)	1.4	1.1	0.9	1.0	1.3	1.4	1.1	<b>0.9</b>
<i>Schools with vacancies</i>								
- number	408	346	295	345	393	402	318	<b>304</b>
- proportion of all schools (%)	15.4	13.2	11.3	13.4	15.3	16.0	13.2	<b>13.2</b>
<i>Schools with at least one FTTE vacancy</i>								
- number	356	292	249	273	326	337	270	<b>249</b>
- proportion of all schools (%)	13.5	11.2	9.6	10.6	12.7	13.4	11.2	<b>10.8</b>

## Re-advertised Vacancies

Similar to previous surveys, the 2005 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 (1998 – 2005)*

	Primary							
	1998	1999	2000	2001	2002	2003	2004	2005
<i>Re-advertised positions (FTTE)</i>								
- number	63.8	60.9	32.0	36.6	54.7	66.6	40.4	55.2
- proportion of all entitlement positions (%)	0.3	0.3	0.1	0.2	0.2	0.3	0.2	0.3
<i>Schools with re-advertised positions</i>								
- number	58	56	28	35	57	59	37	55
- proportion of all schools (%)	2.6	2.5	1.3	1.6	2.6	2.8	1.8	2.9
	Secondary							
	1998	1999	2000	2001	2002	2003	2004	2005
<i>Re-advertised positions (FTTE)</i>								
- number	47.9	37.4	46.5	59.1	101.9	143.6	116.0	82.0
- proportion of all entitlement positions (%)	0.3	0.2	0.3	0.4	0.7	0.9	0.7	0.5
<i>Schools with re-advertised positions</i>								
- number	38	33	42	59	79	104	87	63
- proportion of all schools (%)	10.0	8.7	10.7	14.8	20.1	27.0	23.0	16.5
	All Schools							
	1998	1999	2000	2001	2002	2003	2004	2005
<i>Re-advertised positions (FTTE)</i>								
- number	111.7	98.3	78.5	95.8	156.6	210.2	156.4	137.2
- proportion of all entitlement positions (%)	0.3	0.3	0.2	0.2	0.4	0.5	0.4	0.3
<i>Schools with re-advertised positions</i>								
- number	96	89	70	94	136	163	124	118
- proportion of all schools (%)	3.6	3.4	2.7	3.6	5.3	6.5	5.2	5.1

**What proportion of schools had re-advertised vacancies?**

Of those schools that responded to the survey in 2005, just over one in twenty (5.1%) had re-advertised positions. This represented almost the same proportion of schools with re-advertised vacancies as in 2004 (5.2%). The proportion of primary schools with re-advertised vacancies increased from 1.8 percent in 2004 to 2.9 percent in 2005 while the proportion of secondary schools with re-advertised vacancies decreased from 23.0 percent in 2004 to 16.5 percent in 2005.

**What proportion of vacancies had been re-advertised?**

Table 4 indicates that in 2005, 0.3 percent of all entitlement positions were vacancies that had been re-advertised. This represented a decrease of 0.1 percent from 2004. The proportion of all entitlement positions that was re-advertised increased in primary schools from 0.2 percent in 2004 to 0.3 percent in 2005 and decreased in secondary schools from 0.7 percent in 2004 to 0.5 percent in 2005.

**What proportion of all vacancies was re-advertised by school type?**

In 2005, there was a total of 362.8 FTTE vacancies across all schools. Of these, 189.1 FTTE vacancies were in primary schools and the remaining 173.7 FTTE vacancies were in secondary schools.

Thirty eight percent (i.e. nearly four of every ten) of these teaching vacancies were re-advertised in 2005. This was a slight increase compared with 2004, where re-advertised vacancies (156.4 FTTE) represented over a third (36.9%) of all teaching vacancies.

In 2005, 29.2 percent of all primary school vacancies were re-advertised in 2005. This represented an increase of 8.7 percent from 2004 when 20.5 percent of vacancies were re-advertised.

On the other hand, 47.2 percent of secondary school vacancies were re-advertised in 2005. This was a slight decrease from 2004 where 51.0 percent of secondary school vacancies had been re-advertised.

As in 2004, 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 2005, nine primary schools (with a total of 3.7 FTTE vacancies), and nineteen secondary schools (with a total of 20.1 FTTE vacancies) had made appointments but the teachers were unable to start teaching at the beginning of the 2005 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 2005 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 2005 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 secondary urban localities (with a population of between ten and thirty thousand people). On the other hand, vacancies and re-advertised positions were relatively lower in schools in main urban (with a population of over thirty thousand) or in minor urban areas (with a population of between ten thousand and thirty thousand).

In 2005, the proportion of vacancies to entitlement positions remained a similar level in rural localities to that experienced in 2004 (1.8%). However, the proportion decreased in secondary urban localities (from 1.7% in 2004 to 1.6% in 2005), minor urban localities (from 1.7% in 2004 to 1.1% in 2005) and main urban areas (from 0.9% in 2004 to 0.7% in 2005). The proportion of re-advertised positions increased in secondary urban localities (from 0.5% in 2004 to 0.8% in 2005), and in rural areas (from 0.3% in 2004 to 0.8% in 2005).

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. The proportion of vacancies remained at the 2004 level in schools with the highest concentration of Māori students at 1.6 percent of all entitlement positions. The proportion of re-advertised positions in these schools increased slightly from 0.5 percent in 2004, to 0.7 percent in 2005. In schools with low concentrations of Māori students the proportion of vacancies (0.6%) and re-advertised positions (0.2%) to all staffing entitlement also remained constant from 2004 to 2005.

In 2005, 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 decreased slightly in both low decile (from 1.7% in 2004 to 1.4% in 2005) and in mid-decile schools (deciles 4-7) (from 1.1% in 2004 to 0.9% in 2005). Both the proportion of vacancies and re-advertised positions in high decile schools remained constant at 0.6 percent and 0.2 percent respectively from 2004 to 2005. The proportion of re-advertised vacancies to entitlement positions decreased slightly in low decile schools (from 0.7% in 2004 to 0.6% in 2005), and in mid-decile schools (from 0.4% in 2004 to 0.3% in 2005).

Table 5: *Distribution of vacancies and of re-advertised positions in 2005, by school characteristics<sup>a</sup>*

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	304	13.2	362.8	0.9	118	5.1	137.2	0.3
<i>Locality</i>								
Main Urban (population > 30,000)	159	13.3	191.1	0.7	51	4.3	62.6	0.2
Secondary Urban (10,000 to 30,000)	29	20.1	46.2	1.6	15	10.4	21.8	0.8
Minor Urban (1,000 to 9,999)	44	16.5	53.3	1.1	21	7.9	22.0	0.5
Rural (< 1,000)	72	10.4	72.2	1.8	31	4.5	30.8	0.8
<i>Māori Roll (quartiles)<sup>b</sup></i>								
0% to <8.3%	55	10.8	61.6	0.6	20	3.9	22.0	0.2
8.3% to <17.2%	82	14.5	89.4	0.8	27	4.8	27.0	0.2
17.2% to <34.3%	71	12.6	81.0	0.8	23	4.1	25.6	0.3
34.3% to 100%	83	14.7	113.4	1.6	40	7.1	49.9	0.7
<i>Socio-economic indicator</i>								
Deciles 1–3	107	15.5	153.1	1.4	51	7.4	66.3	0.6
Deciles 4–7	130	14.1	138.9	0.9	44	4.8	45.6	0.3
Deciles 8–10	67	9.8	70.9	0.6	23	3.4	25.3	0.2

<sup>a</sup> 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.

<sup>b</sup> Māori roll information was unavailable for thirteen schools which indicated a total of 17.3 FTTE vacancies or for eight schools with a total of 12.7 FTTE vacancies which had been re-advertised.

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### **The Geographic 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 2005 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 2004 and 2005.

In 2005, the proportion of vacancies in any one Ministry of Education local office area ranged from 0.7 percent to 2.8 percent of all entitlement positions in that office (compared with a range of 0.7% to 1.7% in 2004). The proportion of re-advertised positions ranged from 0.2 percent to 1.7 percent in 2005 (compared with a range of 0.1% to 0.6% in 2004).

In 2005, the Invercargill local office recorded both the highest proportion of vacancies (2.8% of all entitlement positions) and re-advertised positions (1.7%), well above the national average of 0.9 percent and 0.3 percent respectively. This was an increase of 1.5% in the proportion of vacancies and of 1.2 percent in the proportion of re-advertised positions in that office since 2004.

The other local offices that experienced an increase in vacancies in 2005 compared to 2004, as a proportion of entitlement positions were Whangarei (an increase of 0.2%), Hamilton and Dunedin (both with an increase of 0.1%). Those that experienced a decrease were Napier (down by 0.7%); Auckland North (0.5%); Wellington (0.3%); Auckland South and Wanganui (both with a decrease of 0.2%); and Rotorua and Christchurch (both 0.1%). The proportion of vacancies in the Nelson office remained the same as in 2004 (at 1.4%).

Table 6: *Regional distribution (according to Ministry of Education Local Offices) of vacancies and of re-advertised positions 2004 and 2005*

Ministry of Education Local Offices	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2004		2005		2004		2005	
	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>
Whangarei	15.4	0.9	18.5	1.1	5.5	0.3	9.6	0.6
Auckland North	50.8	1.2	27.3	0.7	25.6	0.6	8.0	0.2
Auckland South	75.0	0.9	53.6	0.7	33.7	0.4	19.5	0.2
Hamilton	37.0	1.1	43.7	1.2	8.8	0.3	15.8	0.4
Rotorua	38.5	1.3	37.0	1.2	14.0	0.5	12.6	0.4
Wanganui	30.8	1.0	27.3	0.8	11.2	0.4	10.0	0.3
Napier	39.7	1.7	22.1	1.0	10.8	0.5	9.2	0.4
Wellington	55.1	1.3	44.0	1.0	23.5	0.6	11.6	0.3
Nelson	23.2	1.4	22.3	1.4	6.0	0.4	3.1	0.2
Christchurch	33.6	0.7	26.2	0.6	9.5	0.2	12.0	0.3
Dunedin	11.7	0.7	15.2	0.8	2.3	0.1	10.0	0.6
Invercargill	13.5	1.3	25.7	2.8	5.5	0.5	15.8	1.7
Total	424.3	1.1	362.8	0.9	156.4	0.4	137.2	0.3

<sup>a</sup> *Percentage of entitlement positions (FTTE) within schools that responded to the survey.*

## **Subject Vacancies in Secondary Schools**

As in previous surveys, the 2005 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.

Overall, at the beginning of 2005, there was a total of 173.7 (FTTE) vacancies representing 0.9 percent of all entitlement positions in secondary schools. This was 53.6 fewer FTTE vacancies than at the beginning of 2004 (where there was a total 227.3 FTTE vacancies representing 1.4% of all entitlement positions).

No subject area information was provided for a total of 38.5 FTTE vacancies in 2005 (nearly twice the number of vacancies that were unspecified in 2004). The pattern of vacancies by subject area was also different than at the beginning of 2004. The highest proportion of vacancies occurred in English and sciences in 2004 while in technology and mathematics positions in 2005.

At the beginning of 2005, there were 26.9 FTTE vacancies in technology subjects representing 15.5 percent of all vacancies in secondary schools. This was an increase of 2.7 percent from 2004. For mathematics, there were 24.2 FTTE vacancies representing 13.9 percent of all vacancies in secondary schools, an increase of 4.2 percent from 2004.

Vacancies in English decreased from 40.1 FTTE vacancies in 2004 (17.6% of all secondary vacancies) to 16.0 FTTE vacancies in 2005 (9.2% of all secondary vacancies). There were also decreases in the proportions of vacancies in sciences from 14.0 percent (31.9 FTTE) in 2004 to 7.5 percent in 2005 (13.1 FTTE); in Māori from 9.0 percent in 2004 to 8.1 percent in 2005 (14.1 FTTE) and in physical education from 6.5 percent in 2004 to 5.1 percent (8.9 FTTE) in 2005.

Table 7: *Subject areas in which there were vacancies in secondary schools at the beginning of the 2004 and 2005 school years*

Subject areas	Number of FTTE vacancies in 2004	Percentage of total FTTE vacancies in 2004 (%)	Number of FTTE vacancies in 2005	Percentage of total FTTE vacancies in 2005 (%)
Technology	29.0	12.8	26.9	15.5
Mathematics	22.1	9.7	24.2	13.9
English	40.1	17.6	16.0	9.2
Māori	20.5	9.0	14.1	8.1
Sciences	31.9	14.0	13.1	7.5
Physical education <sup>a</sup>	14.7	6.5	8.9	5.1
Social Sciences (includes social studies)	5.5	2.4	6.4	3.7
Art	2.4	1.1	6.3	3.6
Guidance & counselling	6.6	2.9	4.7	2.7
Music	6.2	2.7	4.3	2.5
Commerce (includes accounting & economics)	2.5	1.2	4.4	2.5
Languages	4.5	2.0	2.8	1.6
Management <sup>c</sup>	23.2	10.2	-	-
Other (not more than 3 FTTEs in any one area) <sup>b</sup>	1.2	0.5	3.1	1.8
Subject area not specified	16.9	7.4	38.5	22.2
<b>Total</b>	<b>227.3</b>	<b>100.0</b>	<b>173.7</b>	<b>100.0</b>

<sup>a</sup> *Physical Education includes Health.*

<sup>b</sup> *In 2005, subjects in the 'other' category included performance, librarianship and drama.*

<sup>c</sup> *In 2004, schools were asked to include management explicitly as a subject option, but not in 2005. In 2005 these have been included under "subject area not specified" category. This represented four FTTE positions or 2.3 percent of total vacancies in secondary schools.*

## **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 increased in primary schools (by 9.1% from 53.0% in 2004 to 62.1% in 2005) and decreased in secondary schools (by 3.5% from 55.0% in 2004 to 51.5% in 2005).

Secondary schools increased in their use of departing staff to cover vacancies (from 9.8% in 2004 to 14.6% in 2005) and class reorganisation (from 6.3% in 2004 to 7.9% in 2005). On the other hand they decreased their use of management teachers (from 6.6% in 2004 to 3.2% in 2005), use of staff with limited authority to teach (from 9.7% in 2004 and 7.8% in 2005) and other measures for covering vacancies (from 5.3% in 2004 to 2.0% in 2005).

Primary schools increased their use of management teachers to cover vacant positions (from 10.4% in 2004 to 13.7% in 2005). They decreased their use of departing staff (from 5.1% in 2004 to 4.5% in 2005), class reorganisation (from 5.0% in 2004 to 2.6% in 2005), and other measures to cover vacancies (from 8.2% in 2004 to 5.1% in 2005). Use of staff with limited authority remained at a similar level (at 2.1% in 2004 and at 2.2 % in 2005).

Table 8: *Measures taken in primary schools to cover vacancies in 2002 – 2005*

	2002		2003		2004		2005	
	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)	21.5	7.9	28.8	10.5	20.5	10.4	25.9	13.7
Departing staff	27.9	10.3	17.8	6.5	10.0	5.1	8.5	4.5
Trained relief staff (employed for 10 school weeks or less)	164.2	60.3	144.9	52.7	104.5	53.0	117.5	62.1
Limited authority to teach	9.1	3.3	10.3	3.7	4.2	2.1	4.2	2.2
Class reorganisation	13.3	4.9	19.9	7.2	9.9	5.0	5.0	2.6
Other measures <sup>a</sup>	17.5	6.4	39.8	14.5	16.2	8.2	9.7	5.1
Not specified	18.6	6.8	13.7	5.0	31.7	16.1	18.3	9.7
<b>Total FTTE vacancies</b>	<b>272.1</b>	<b>100.0</b>	<b>275.2</b>	<b>100.0</b>	<b>197.0</b>	<b>100.0</b>	<b>189.1</b>	<b>100.0</b>

<sup>a</sup> "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 from 2002 – 2005*

	2002		2003		2004		2005	
	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)	17.5	7.4	20.6	7.8	14.9	6.6	5.5	3.2
Departing staff	41.3	17.4	42.9	16.1	22.3	9.8	25.4	14.6
Trained relief staff (employed for 10 school weeks or less)	137.3	57.7	139.3	52.3	125.1	55.0	89.4	51.5
Limited authority to teach	12.1	5.1	21.0	7.9	22.0	9.7	13.5	7.8
Class reorganisation	9.4	4.0	18.2	6.8	14.4	6.3	13.8	7.9
Other measures <sup>a</sup>	9.3	3.9	18.6	7.0	12.0	5.3	3.4	2.0
Not specified	11.0	4.6	5.5	2.1	16.6	7.3	22.5	13.0
<b>Total FTTE vacancies</b>	<b>237.9</b>	<b>100.0</b>	<b>266.1</b>	<b>100.0</b>	<b>227.3</b>	<b>100.0</b>	<b>173.7</b>	<b>100.0</b>

<sup>a</sup> In 2005, 'Other measures' included reallocating existing staff, other forms of relief and students being taught by correspondence.



## SOURCES OF TEACHER SUPPLY IN 2005

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 *Teacher Vacancy Survey* for 2005 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 2005 survey, an ‘overseas teacher’ was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2003, 2004 or 2005*.

There were 52 fewer overseas teachers in New Zealand schools at the beginning of 2005 (1,168 in 2004 and 1,116 in 2005) compared to the same time in 2004, although the total was still higher than in 2003 (897)<sup>7</sup>.

In 2005, there was an increase in the number of overseas teachers in primary schools (286 in 2005 compared to 279 in 2004), but a decrease in secondary schools (830 in 2005 compared to 889 in 2004). The proportion of overseas teachers who were teaching for the first time at a New Zealand school (at the beginning of the school year) decreased from 36 percent in 2004 to 32 percent in 2005.

Table 10: *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

<sup>7</sup> It should be noted that fewer schools responded to the *Teacher Vacancy Survey* in 2005 than in previous years. Completed surveys were not received from 190 primary schools and 96 secondary schools in 2005 therefore the number of overseas teachers employed at the start of the 2005 school year may be slightly higher than reported here.

Equivalent data from the 2004 *Teacher Vacancy Survey* are detailed in Appendix Table A2.

Table 11 provides details of the 772 overseas teachers that began teaching in New Zealand in either 2004 or 2005. These teachers are considered ‘relatively new’ to teaching in New Zealand and in 2005 represented 1.7 percent of all primary and secondary teachers. Although this was a slight decrease in the proportion of ‘relatively new’ overseas teachers from 2004 (2.0%), this percentage was slightly higher than in 2003 (1.3%).

The number of secondary schools and primary schools employing ‘relatively new’ overseas teachers decreased slightly in 2005 in comparison with 2004. The proportion of secondary schools employing these teachers dropped from 58.8 percent in 2004 to 56.0 percent in 2005. In primary schools, the decrease was from 7.1 percent to 6.5 percent in 2005.

Table 11 also indicates that, as in 2004, 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 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 2005.

Equivalent data from the 2004 *Teacher Vacancy Survey* are detailed in Appendix Table A1.

Just under half (47%) of ‘relatively new’ overseas teachers who began teaching in New Zealand for the first time in either 2004 or 2005 (N=772) were teaching in the Auckland North and Auckland South local office areas. As a proportion of the overall teaching force, these teachers accounted for 2.9 percent of teachers in the Auckland South area and 2.1 percent of teachers in Auckland North area. The Whangarei (2.2%), Wellington and Nelson (1.6%); Christchurch and Dunedin (1.0%) areas had the next highest proportion of ‘relatively new’ overseas teachers as a proportion of all teachers in their areas.

Table 11: *Characteristics of schools in which 'relatively new'<sup>8</sup> overseas teachers were employed in 2005*

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers <sup>a</sup>
<b>Total</b>	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)<sup>b</sup></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

<sup>a</sup> 'Percentage of all teachers' is based on a headcount of all teachers on the payroll during pay period 1324.

<sup>b</sup> No Māori roll information was available for seven schools that employed nine overseas teachers.

<sup>8</sup> '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.

## Beginning Teachers

In addition to the questions regarding overseas teachers, the survey also asked about the 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 Allowance<sup>9</sup> and those who were not eligible for the allowance.

In 2005, there were 2,308<sup>10</sup> first year beginning teachers employed in New Zealand schools, 1,288 in primary and 1,020 in secondary schools. As can be seen in Table 12, 2,200 teachers were eligible for the Beginning Teacher Time Allowance. The remaining 108 first year teachers were not eligible for the allowance (for example, because they did not meet the specified eligibility criteria).

The number of both primary and secondary teachers that were eligible for the Beginning Teacher Time Allowance remained the same in 2005 as in 2004 (N=2,200). Fifty-eight of the beginning teachers were also from overseas; the majority of this group (N=35) were teaching in secondary schools.

Table 13 provides details of the characteristics of the schools in which beginning teachers were employed in 2005. Slightly more beginning teachers entered the secondary sector (5.1%) than the primary sector (4.9%) – that is, as a proportion of all teachers in each of the sectors.

Similar to 2004, the large majority (79.6%) of all secondary schools in 2005 employed at least one beginning teacher. Also, similar to 2004, as a proportion of all teachers, beginning teachers were slightly more likely to be teaching in lower decile schools (15.4%).

Results of the 2004 survey are shown in Appendix Table A3 to enable comparisons to be made.

In 2005, the highest proportions of beginning teachers were employed in the Invercargill (6.2%); Wellington (5.7%), Auckland South (5.5%), and Wanganui (5.4%) local office areas.

Similar to previous years, as a proportion of all teachers, beginning teachers were more likely to be teaching in schools with larger concentrations of Māori students and in main urban areas (population greater than 30,000).

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 2005, nine principals reported that they

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<sup>9</sup> *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.*

<sup>10</sup> *Completed surveys were not received from 190 primary schools and 96 secondary schools. The number of beginning teachers employed at the start of the current school year may therefore be higher than this number.*

were beginning teachers (two were Year 1 beginning teachers and seven were Year 2 beginning teachers). Most of these teachers were teaching in schools with a total roll of less than fifty students.

Equivalent data from the 2004 *Teacher Vacancy Survey* are detailed in Appendix Table A3.

Table 12: *First year beginning teachers in New Zealand schools on day one of the new school year (1998 – 2005)*<sup>11</sup>

Number of (headcount)	1998	1999	2000	2001	2002	2003	2004	2005
<i>Total beginning teachers</i>								
<b>Total</b>	-	-	-	-	2,454	2,524	2,348	<b>2,308</b>
Primary	-	-	-	-	1,563	1,556	1,319	<b>1,288</b>
Secondary	-	-	-	-	891	968	1,029	<b>1,020</b>
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
<b>Total</b>	2,102	2,055	2,215	2,190	2,253	2,364	2,200	<b>2,200</b>
Primary	1,450	1,315	1,400	1,457	1,411	1,441	1,211	<b>1,215</b>
Secondary	652	740	815	733	842	923	989	<b>985</b>
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
<b>Total</b>	-	-	-	-	201	160	148	<b>108</b>
Primary	-	-	-	-	152	115	108	<b>73</b>
Secondary	-	-	-	-	49	45	40	<b>35</b>
<i>Beginning overseas teachers</i>								
<b>Total</b>	192	69	34	41	39	57	81	<b>58</b>
Primary	154	36	17	17	11	13	10	<b>23</b>
Secondary	38	33	17	24	28	44	71	<b>35</b>
<i>Total beginning teachers, excluding those from overseas</i>								
<b>Total</b>	1,910	1,986	2,181	2,149	2,415	2,467	2,267	<b>2,250</b>
Primary	1,296	1,279	1,383	1,440	1,552	1,543	1,309	<b>1,265</b>
Secondary	614	707	798	709	863	924	958	<b>985</b>

<sup>11</sup> Prior to 2002 information was only sought on first year beginning teachers who were eligible for the Beginning Teacher Time Allowance.

Table 13: *Characteristics of schools in which beginning teachers were employed in 2005*

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers <sup>a</sup>
<b>Total</b>	<b>1,055</b>	<b>45.8</b>	<b>2,308</b>	<b>5.0</b>
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) <sup>b</sup></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 <sup>c</sup></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

<sup>a</sup> 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.

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

<sup>c</sup> 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 only, 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 2005 survey was completed by 89 percent of all schools.

Although, the overall number of entitlement positions was greater at the beginning of 2005 than at the beginning of 2004, there were fewer entitlement positions in primary schools but more entitlement positions in secondary schools. As in 2004, vacancies and re-advertised positions, as a proportion of all entitlement positions dropped in 2005. This provides an indication that schools were experiencing less difficulty in filling positions at the beginning of 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 reach a plateau in 2007. It is therefore interesting to note that in 2005, the number of secondary school vacancies, as a proportion of all entitlement positions, has continued to decrease since 2003 (from 1.7% in 2003 to 1.0% in 2005). The proportion of secondary schools with vacancies followed a similar pattern since 2003 (from 43.1% in 2003 to 31.4% in 2005).

Since 2003, the number of re-advertised positions, an indication of 'hard to staff' positions, has decreased. Across all school types, the proportion of all entitlement positions that were re-advertised declined slightly by 0.1 percent (from 0.4% in 2004 to 0.3% in 2005). Re-advertised vacancies in 2005 represented 0.3 percent of all entitlement positions in primary schools (a slight increase from 0.2 percent in 2004). On the other hand, re-advertised vacancies in secondary schools continued to decline from 2003 (from 0.9% in 2003 to 0.5% in 2005).

In terms of covering their vacancies, both primary (62.1%) and secondary (51.5%) 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 2005, as in previous years. In addition, primary schools continued to increase their use of management teachers (13.7% in 2005 compared with 10.4% in 2004). They were, however, less likely to use departing staff (4.5%) or class reorganisation (2.6%) than in 2004. Over the same period, secondary schools increased their use of departing staff (from 9.8% of all vacancies in 2004 to 14.6% in 2005) and class reorganisation (from 6.3% in 2005 to 8.0% in 2005) and decreased their use of management teachers (from 6.5% in 2004 to 3.2% in 2005) and teachers with limited authority to teach (from 9.7% in 2004 to 7.8% in 2005).

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. In 2005, a smaller proportion of lower decile schools (deciles 1-3) reported experiencing vacancies (17.5% in 2004 and 15.5% in 2005). In contrast, there was a slight increase in the proportion of lower decile schools reporting re-advertised positions (from 7.3% in 2004 to 7.4% in 2005). In addition, deciles 1-3

schools also reported decreases in the proportion of vacancies of all entitlement positions (from 1.7% in 2004 to 1.4% in 2005) and re-advertised vacancies (from 0.7% in 2004 to 0.6% in 2005).

The Invercargill local office area recorded the highest proportion of vacancies (2.8% of all entitlement positions) and re-advertised positions in 2005 (1.7%). Other local office areas with above the national average of 0.9 percent of vacancies to entitlement positions were Nelson (1.4%), Hamilton and Rotorua (both 1.2%), Whangarei (1.1%), Napier and Wellington (both 1%). In addition to Invercargill, other local offices with above the national average of 0.3 percent of all entitlement positions being re-advertised were the Whangarei and Dunedin offices (both 0.6%), and the Hamilton, Rotorua, Napier and Dunedin offices, each with 0.4 percent.

In 2005, the subject areas most sought after in secondary schools were technology (15.5% of all FTTE vacancies), mathematics (13.9%), English (9.2%), Māori (8.1%) and sciences (7.5%).

Although vacancies and re-advertised vacancies continued to decrease in 2005, the demand for teachers in our secondary schools is expected to remain high for the next couple of years as secondary rolls continue to grow. It is expected that secondary roll growth will plateau 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'<sup>12</sup> overseas teachers were employed in 2004*

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers <sup>a</sup>
<b>Total</b>	<b>366</b>	<b>15.2</b>	<b>872</b>	<b>2.0</b>
Primary	143	7.1	200	0.8
Secondary	223	58.8	672	3.7
<i>Locality</i>				
Main Urban (population > 30,000)	255	20.7	661	2.2
Secondary Urban (10,000 to 30,000)	32	20.3	67	2.0
Minor Urban (1,000 to 9,999)	51	18.7	93	1.8
Rural (< 1,000)	28	3.8	51	1.1
<i>Māori Roll (quartiles)<sup>b</sup></i>				
0% to 8.7%	105	18.0	277	2.2
8.8% to 17.6%	105	18.3	231	1.9
17.7% to 35.2%	95	16.3	228	2.0
35.3% to 100%	55	9.6	126	1.7
<i>Socio-economic indicator<sup>c</sup></i>				
Deciles 1–3	105	14.8	269	2.3
Deciles 4–7	143	14.9	335	1.9
Deciles 8–10	117	16.0	263	1.8

<sup>a</sup> 'Percentage of all teachers' is based on a headcount of all teachers on the payroll during pay period 824

<sup>b</sup> No Māori roll information was available for six schools that employed ten overseas teachers.

<sup>c</sup> No decile information was available for one school that employed five overseas teachers who began teaching in New Zealand in either 2003 or 2004.

<sup>12</sup> 'Relatively new' overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2003 or 2004.

Table A2: *The year in which overseas teachers (teaching at schools in 2004) began teaching in New Zealand*

As at January 2004	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who began in 2002	79	217	296
Overseas teachers who began in 2003	127	323	450
Overseas teachers who began in (at the beginning of) 2004	73	349	422
<b>Total</b>	<b>279</b>	<b>889</b>	<b>1,168</b>

Table A3: *Characteristics of schools in which beginning teachers were employed in 2004*

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers <sup>a</sup>
<b>Total</b>	<b>1,102</b>	<b>45.8</b>	<b>2,348</b>	<b>5.4</b>
Primary	802	39.6	1,319	5.3
Secondary	300	79.2	1,029	5.6
<i>Locality</i>				
Main Urban (population > 30,000)	692	56.1	1,672	5.5
Secondary Urban (10,000 to 30,000)	88	55.7	176	5.4
Minor Urban (1,000 to 9,999)	151	55.3	273	5.3
Rural (< 1,000)	171	23.1	227	5.0
<i>Māori Roll (quartiles)<sup>b</sup></i>				
0% to 8.7%	272	46.7	565	4.5
8.8% to 17.6%	289	50.3	659	5.5
17.7% to 35.2%	287	49.2	646	5.8
35.3% to 100%	234	40.7	421	5.7
<i>Socio-economic indicator<sup>c</sup></i>				
Deciles 1–3	351	49.4	733	6.4
Deciles 4–7	431	44.8	927	5.2
Deciles 8–10	319	43.8	681	4.8

<sup>a</sup> 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 824.

<sup>b</sup> No Māori roll information was available for twenty schools that employed fifty-seven first year beginning teachers.

<sup>c</sup> No decile information was available for one school that employed seven first year beginning teachers.

TEACHER VACANCY SURVEY: Primary & Special  
Current Entitlement Vacancies as at 31 January 2005

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 31 January 2005 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 31 January 2005. (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" value=""/> • <input type="text" value=""/>
b) departing staff	<input type="text" value=""/> • <input type="text" value=""/>
c) relief staff (employed for 10 school weeks or less)	<input type="text" value=""/> • <input type="text" value=""/>
— trained	<input type="text" value=""/> • <input type="text" value=""/>
— limited authority to teach	<input type="text" value=""/> • <input type="text" value=""/>
d) class reorganisation	<input type="text" value=""/> • <input type="text" value=""/>
e) other measures (please specify)	<input type="text" value=""/> • <input type="text" value=""/>

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  •

**OVERSEAS TEACHERS**

6. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2003, 2004 or 2005?

Yes       No – go to Q7      Headcount (not FTTE)

- If yes, enter actual number of overseas teachers who taught for the first time in 2003
- 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

**BEGINNING TEACHERS**

7a. Do you have any first year beginning teachers on your staff in 2005?

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?

7b. 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 Tuesday 8 February 2005.

Thank you very much for your time.

# TEACHER VACANCY SURVEY: Secondary & Composite

Current Entitlement Vacancies as at 31 January 2005

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 31 January 2005 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 31 January 2005 (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 being covered by each measure.)

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

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

English	<input type="text" value=""/>	•	<input type="text" value=""/>	Other Subjects (please specify)	<input type="text" value=""/>	•	<input type="text" value=""/>
Māori	<input type="text" value=""/>	•	<input type="text" value=""/>	_____	<input type="text" value=""/>	•	<input type="text" value=""/>
Mathematics	<input type="text" value=""/>	•	<input type="text" value=""/>	_____	<input type="text" value=""/>	•	<input type="text" value=""/>
Sciences	<input type="text" value=""/>	•	<input type="text" value=""/>	_____	<input type="text" value=""/>	•	<input type="text" value=""/>
Technology	<input type="text" value=""/>	•	<input type="text" value=""/>	_____	<input type="text" value=""/>	•	<input type="text" value=""/>

Please ensure total in Q5 equals total in Q2.

6. 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  •

### OVERSEAS TEACHERS

7. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2003, 2004 or 2005?

Yes       No – go to Q8

- Headcount (not FTTE)
- If yes, enter actual number who taught for the first time in 2003
  - If yes, enter actual number who taught for the first time in 2004
  - If yes, enter actual number who taught for the first time in 2005

### BEGINNING TEACHERS

8. Do you have any first year beginning teachers on your staff for 2005?

Yes       No      Headcount (not FTTE)

- If yes, enter the actual number eligible for the Beginning Teacher Time Allowance.
- If yes, enter the actual number not eligible for the Beginning Teacher Time Allowance.
- How many of these beginning teachers are also overseas teachers?

When completed please frefax this form to

0800 224 229

or

send to Teacher Vacancy Survey 2005, Freepost 702, Research Division, Ministry of Education, Private Bag 761, WELLINGTON (no stamp required).

Due date: Tuesday 8 February 2005.

Thank you very much for your time