



MINISTRY OF EDUCATION NEW ZEALAND

*Te Tāhuhu o te Mātauranga Aotearoa*

## **Monitoring Teacher Supply**

**Survey of staffing in New Zealand schools  
at the beginning of the 2012 school year**

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Ministry of Education**

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**Erratum**

Figure 1 in this report has been updated on the web version as an error was identified in the 2011 data presented. The 2011 data in Column 1 should read 0.6%, not 6% as reported. Please note, Figure 1 will remain incorrect in any original print version of this report.

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## Executive Summary

The annual *Survey of Staffing* provides the Ministry of Education with a snapshot of the number of entitlement staffing vacancies at the start of Term 1. The survey also collects information about the number of overseas-trained and beginning teachers employed by schools. In 2012, the survey was completed by 94% of all state and state-integrated schools.

There were 184.7 Full-Time Teacher Equivalent (FTTE) vacancies in state and state-integrated schools at the start of the 2012 school year. These vacancies represented 0.4% of all FTTE entitlement positions in state and state-integrated schools. Vacancies were slightly lower than last year (0.5% in 2011) and equivalent to that recorded in 2010 (0.4%). In both primary and secondary schools, the proportions of vacant FTTE entitlement positions in 2012 (0.4% and 0.5% respectively) were half what they were in 2005 (0.9% and 1.0% respectively).

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

In primary schools, there were 11.2 FTTE vacancies for Māori medium/bilingual teachers. These vacancies represented 0.4% of all FTTE entitlement positions in schools that offer Māori medium education (slightly higher than 0.2% in 2011 but the same as 0.4% in 2010).

Vacancies in secondary schools were most likely to be for mathematics and statistics (19.1% of vacancies), followed by vacancies in science subjects (14.8%) and vacancies for Māori language teachers (Te Reo Māori and Māori medium/bilingual; 12.9%). Vacancies in technology subjects decreased from 10.5% in 2011 to 5.2% in 2012.

In 2012, 31% of vacancies in primary schools and 36% of vacancies in secondary schools at the beginning of Term 1 had been re-advertised. Re-advertised vacancies represented just 0.1% of all FTTE entitlement positions in primary schools and 0.2% of entitlement positions in secondary schools. The proportion of re-advertised vacancies in primary and secondary schools in 2012 were less than half what they were in 2005.

Over the past three years, there has been an increase in the number of New Zealand trained teachers applying for permanent positions in primary schools. In secondary schools, the number of New Zealand-trained applicants for English and health & physical education positions increased over the last three years. The number of applicants for Te Reo Māori positions has also increased. In comparison, the number of New Zealand-trained applicants for maths and statistics and technology positions has stayed stable. These figures may suggest that teacher supply for primary, English, Te Reo Māori and health & physical education positions has increased over the last three years, while supply for maths and statistics and technology positions has remained stable.

The number of overseas-trained teachers and beginning teachers being employed by schools has decreased over the past five years. In 2012, new overseas-trained teachers represented 0.4% of teachers in primary schools (compared with 1.0% in 2008) and 0.8% of teachers in secondary schools (1.8% in 2008). First year beginning teachers represented 3.8% of teachers in primary schools (compared with 5.0% in 2008) and 3.3% of teachers in secondary schools (4.1% in 2008).

An additional question asked principals how easy or difficult it is to find relief teachers for positions that require proficiency in Te Reo Māori. Two-thirds (67%) of all principals reported finding it very difficult, and just over one quarter of principals (27% from primary and 28% from secondary schools) reported finding it somewhat difficult to source relief teachers for these positions.





# Introduction

## Background

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

## Method and response rates

Principals of primary and secondary schools were asked to complete the *Survey of Staffing* on the first day of school for 2012. Principals either completed the survey online or on a paper copy that was posted back to the Research Division. Response rates for the 2012 survey are presented in Table 1. Responses were received from 94% of all state and state-integrated schools (94% of primary schools and 95% of secondary schools). The number of secondary schools that responded to the survey was the highest it has been since 2005.

**Table 1: Response Rates**

	Primary <sup>a</sup>	Secondary <sup>b</sup>	Total
Number of schools surveyed	2,010	440	2,450
Number of schools that responded	1,888	417	2,305
Percentage of schools that responded	93.9	94.8	94.1

<sup>a</sup> Primary includes full primary, contributing, intermediate and special schools.

<sup>b</sup> Secondary includes composite (year 1-15) and secondary (both years 7-15 & 9-15) schools.

Table 2 presents the number of schools that responded to the *Survey of Staffing* between 2005 and 2012, and the entitlement positions in those schools, expressed as full-time teacher equivalents (FTEs). The number of entitlement positions is formula driven and derived from school rolls, which vary from year to year.

**Table 2: Number of responding schools and their FTE entitlement positions<sup>a</sup> (2005-2012)**

	Primary							
	2005	2006	2007	2008	2009	2010	2011	2012
Number of schools that responded	1,919	1,898	1,955	1,924	1,959	1,946	1,837	1,888
Entitlement positions in schools that responded to the survey (FTE)	21,710	22,360	23,216	22,848	25,179	25,250	23,700	24,638
	Secondary							
	2005	2006	2007	2008	2009	2010	2011	2012
Number of schools that responded	382	382	384	393	388	402	381	417
Entitlement positions in schools that responded to the survey (FTE)	17,641	18,154	18,209	18,479	18,064	18,583	17,965	19,195
	Total							
	2005	2006	2007	2008	2009	2010	2011	2012
Number of schools that responded	2,301	2,280	2,339	2,317	2,347	2,348	2,218	2,305
Entitlement positions in schools that responded to the survey (FTE)	39,351	40,514	41,425	41,327	43,243	43,833	41,665	43,832

<sup>a</sup> Entitlement positions for the 2012 school year are based on provisional data for those schools that responded. The provisional figures are confirmed after the annual March 1 roll return data are compiled.

**Points to note**

- This report provides a snapshot of the staffing situation in New Zealand state and state-integrated schools at the start of the 2012 school year. It does not account for population trends that might impact future teacher demand (eg, fluctuations in the number of births) nor does it account for other factors that can impact teacher supply (such as characteristics of the teaching population, number of students studying for a qualification). This report should not be used in isolation to predict future staffing situations.
- This report is just one source of information the Ministry collects to monitor teacher supply and demand. Other sources of information include monitoring advertisements in the *Education Gazette* and information from the March roll returns, and analysing population trends and teacher loss rates<sup>1</sup>.
- The survey does not address the staffing situation in the early childhood education sector.
- Schools were asked to indicate whether they had any *entitlement staffing vacancies*. Some schools may have had vacancies at the beginning of Term 1 above their current staffing entitlement but it is beyond the scope of the survey to collect information on these vacancies.
- To enable comparisons to be made with data collected from the *Survey of Staffing* conducted in previous years, data from special schools are included with the data from primary schools and data from composite schools are included with the data from secondary schools.

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<sup>1</sup> These analyses are managed by the Education Information and Analysis Division of the Ministry of Education.

# The staffing situation in New Zealand schools at the start of the 2012 school year

## Entitlement staffing vacancies

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

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

How many vacancies were there on the first day of school in 2012?

Schools that responded to the survey had a total of 184.7 full-time teacher equivalent (FTTE) vacancies at the start of Term 1 2012 (Table 3). These vacancies represented just 0.4% of all FTTE entitlement positions in these schools. The proportion of vacant positions in 2012 was slightly lower than last year (0.5% in 2011) and equivalent to that recorded in 2010 (0.4%).

Vacant entitlement positions in primary schools remained low at 0.4% of FTTE entitlement positions (unchanged from 0.4% in 2011 and slightly lower than 0.5% in 2010). The percentage of vacant entitlement positions in secondary schools was 0.5%. This was slightly lower than 0.6% recorded in 2011 and slightly higher than 0.4% recorded in 2010.

In both primary and secondary schools, the proportions of vacant entitlement positions in 2012 (0.4% and 0.5% respectively) were half what they were in 2005 (0.9% and 1.0% respectively).

The proportion of vacant positions over the last three years (2010-2012) remains lower than vacancies recorded in the five years prior (2005-2009). This drop in teacher vacancies over the past three years reflects the ongoing tightening of the New Zealand and global labour market following the economic recession.

How many schools had vacancies on the first day of school in 2012?

The 184.7 vacancies reported in the 2012 survey were spread across 7.4% of schools (Table 3). This is similar to the percentage of schools with vacancies in 2011 and 2010 (7.8% and 7.7% respectively), and lower than the percentage of schools with vacancies in any previous year during the 2005-2009 period.

Were vacancies more likely to be present in certain types of schools?

As a proportion of entitlement positions, vacancies were greatest in (see Appendix Table 1):

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

This pattern is consistent with previous years.

**Table 3: Vacancies (FTTE) as at the beginning of the school year (2005-2012)**

	Primary							
	2005	2006	2007	2008	2009	2010	2011	2012
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	189.1	188.3	173.0	170.6	180.7	114.2	90.3	92.3
- percentage of vacant entitlement positions (%)	0.9	0.8	0.7	0.7	0.7	0.5	0.4	0.4
<i>Schools with vacancies</i>								
- number	184	186	167	162	166	116	96	92
- percentage of responding schools (%)	9.6	9.8	8.5	8.4	8.5	6.0	5.2	4.9
	Secondary							
	2005	2006	2007	2008	2009	2010	2011	2012
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	173.7	180.9	189.9	201.0	148.9	71.4	103.5	92.4
- percentage of vacant entitlement positions (%)	1.0	1.0	1.0	1.1	0.8	0.4	0.6	0.5
<i>Schools with vacancies</i>								
- number	120	120	135	129	106	65	76	79
- percentage of responding schools (%)	31.4	31.4	35.2	32.8	27.3	16.2	19.9	19.0
	All Schools							
	2005	2006	2007	2008	2009	2010	2011	2012
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	362.8	369.2	362.9	371.6	329.5	185.6	193.8	184.7
- percentage of vacant entitlement positions (%)	0.9	0.9	0.9	0.9	0.8	0.4	0.5	0.4
<i>Schools with vacancies</i>								
- number	304	306	302	291	272	181	172	171
- percentage of responding schools (%)	13.2	13.4	12.9	12.6	11.6	7.7	7.8	7.4

## Re-advertised vacancies

Re-advertised vacancies are defined as *any position which has been advertised nationally more than once with no appointment being made after the first time advertised*. The proportion of re-advertised vacancies has been used in this report to indicate positions that are 'hard-to-staff'. There is however, anecdotal evidence that schools often choose to re-advertise vacancies in order to broaden the pool of applicants.

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

At the start of Term 1 2012, 31% of vacancies in primary schools and 36% of vacancies in secondary schools had been re-advertised. Re-advertised vacancies in primary schools were higher in 2012 than in 2011 (24%) but consistent with that recorded in 2010 (31%). Re-advertised vacancies in secondary schools were lower in 2012 than in 2011 (51%) but also similar to that recorded in 2010 (37%).

### What proportion of entitlement positions were re-advertised?

As shown in Table 4, just 1% of primary schools and 7% of secondary schools had re-advertised vacancies at the start of 2012. Re-advertised vacancies, as a proportion of entitlement positions in 2012, were less than half what they were in 2005. Re-advertised vacancies represented just 0.1% of all FTTE entitlement positions in primary schools (compared with 0.3% in 2005) and 0.2% of entitlement positions in secondary schools (0.5% in 2005).

**Table 4: Re-advertised vacancies (FTTE) at the beginning of the school year (2005-2012)**

	Primary							
	2005	2006	2007	2008	2009	2010	2011	2012
<i>Re-advertised positions (FTTE)</i>								
- number	55.2	41.5	47.3	69.7	73.4	34.9	21.6	28.8
- percentage of entitlement positions (%)	0.3	0.2	0.2	0.3	0.3	0.1	0.1	0.1
<i>Schools with re-advertised positions</i>								
- number	55	42	46	72	69	37	24	28
- percentage of responding schools (%)	2.9	2.2	2.4	3.7	3.5	1.9	1.3	1.5
	Secondary							
	2005	2006	2007	2008	2009	2010	2011	2012
<i>Re-advertised positions (FTTE)</i>								
- number	82.0	74.2	100.6	120.2	67.4	26.1	53.2	33.4
- percentage of entitlement positions (%)	0.5	0.4	0.6	0.7	0.4	0.1	0.3	0.2
<i>Schools with re-advertised positions</i>								
- number	63	61	81	82	54	24	42	29
- percentage of responding schools (%)	16.5	16.0	21.1	20.9	13.9	6.0	11.0	7.0
	All Schools							
	2005	2006	2007	2008	2009	2010	2011	2012
<i>Re-advertised positions (FTTE)</i>								
- number	137.2	115.7	147.9	190.0	140.8	61.0	74.8	62.2
- percentage of entitlement positions (%)	0.3	0.3	0.4	0.5	0.3	0.1	0.2	0.1
<i>Schools with re-advertised positions</i>								
- number	118	103	127	154	123	61	66	57
- percentage of responding schools (%)	5.1	4.5	5.4	6.6	5.2	2.6	3.0	2.5

As a proportion of all entitlement positions, re-advertised vacancies (see Appendix Table 2) were greatest in:

- schools with the highest proportion of Māori students on their roll (relative to other schools)
- low decile schools (deciles 1-3).

In previous years, re-advertised positions were higher in rural areas than urban areas. In 2012, re-advertised vacancies were just as likely to be in rural areas as they were in the smaller urban areas (0.2% of all entitlement positions).

### Geographical location of schools with vacancies and re-advertised vacancies

Vacancies and re-advertised vacancies for the period 2010-2012 are shown in Table 5 for each of the Ministry of Education local office areas.

While most areas experienced either little or no shift in the proportion of entitlement vacancies between 2010 and 2012, the proportion of entitlement positions increased slightly in the Invercargill area (0.4% in 2010, 0.6% in 2012) and decreased slightly in the Nelson area (0.9% in 2010, 0.6% in 2012).

Minor decreases in the proportion of re-advertised positions were recorded across most regions. Of note, re-advertised positions decreased from 0.3% in 2010 to 0.1% in 2012 in the Whangarei region and increased from 0.2% in 2010 to 0.6% in 2012 in the Invercargill region.

Consistent with data from previous years, the Whangarei area had the highest proportion of vacant entitlement positions (0.7%). The Invercargill area had the highest proportion of re-advertised positions (0.6%, up from 0.1% in 2011).

**Table 5: Regional distribution (according to Ministry of Education local office areas) of vacancies and re-advertised vacancies 2010 to 2012**

Ministry of Education local office areas	Vacancies (FTE)						Re-advertised vacancies (FTE)					
	2010		2011		2012		2010		2011		2012	
	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>
Whangarei	13.8	0.7	16.1	0.9	11.7	0.7	4.8	0.3	7.0	0.4	1.6	0.1
Auckland North	16.6	0.2	15.5	0.3	14.8	0.3	7.1	0.1	3.0	0.1	3.6	0.1
Auckland South	22.4	0.3	39.3	0.4	35.8	0.4	6.5	0.1	16.5	0.2	14.5	0.2
Hamilton	22.4	0.6	21.6	0.6	20.9	0.5	8.6	0.2	9.9	0.3	6.3	0.2
Rotorua	11.3	0.3	17.5	0.5	7.7	0.2	3.0	0.1	6.2	0.2	4.3	0.1
Whanganui	16.1	0.5	12.2	0.4	12.2	0.4	6.0	0.2	3.0	0.1	4.0	0.1
Napier	11.3	0.5	11.2	0.5	8.4	0.4	4.9	0.2	6.5	0.3	2.0	0.1
Wellington	24.3	0.5	22.3	0.5	21.9	0.5	4.4	0.1	8.6	0.2	8.8	0.2
Nelson	15.6	0.9	8.5	0.5	10.7	0.6	3.6	0.2	2.0	0.1	4.0	0.2
Christchurch	20.7	0.4	22.5	0.5	25.7	0.5	7.5	0.1	9.9	0.2	6.1	0.1
Dunedin	7.0	0.4	4.7	0.3	8.7	0.5	2.0	0.1	1.2	0.1	1.0	0.1
Invercargill	4.1	0.4	2.4	0.2	6.3	0.6	2.6	0.2	1.0	0.1	6.0	0.6
Total	185.6	0.4	193.8	0.5	184.7	0.4	61.0	0.1	74.8	0.2	62.2	0.1

<sup>a</sup> Percentage of provisional entitlement positions (FTE) in schools that responded to the survey.

## **Immersion/bilingual teacher vacancies in primary schools**

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

*Māori Medium/bilingual:* At the start of Term 1 2012, there were 11.2 FTTE vacancies for Māori medium/bilingual teachers. These vacancies represent 0.4% of all FTTE entitlement positions in primary schools that offer Māori medium education. This figure is slightly higher than the figure from 2011 (0.2%) and equivalent to the 2010 figure (0.4%). These vacancies were in full immersion and bilingual schools as well as in schools that offer immersion and bilingual classes.

*Pasifika Medium/bilingual:* At the start of Term 1 2012, there were 2.0 FTTE vacancies for Samoan bilingual teachers. These vacancies represented 0.4% of all FTTE entitlement positions in Pasifika medium education schools (up from 0.2% in 2011 and 0.1% in 2010). There were no reported vacancies for Tongan and Cook Island bilingual teachers.

## **Māori language and subject vacancies in secondary schools**

Table 6 (next page) presents vacancies in secondary schools by subject area for 2008-2012.

Mathematics and statistics vacancies made up the greatest proportion of all vacancies in secondary schools (17.6 FTTE vacancies, representing 19.1% of all vacancies in secondary schools - similar to 16.9% in 2011). A higher demand for teachers in this subject area is expected as mathematics is a core subject offered in all secondary schools.

Vacancies in science subjects made up the second highest proportion of vacancies (14.8%, up from 10.1% in 2011) and vacancies for Māori language positions (Te Reo Māori and Māori medium/bilingual) made up the third highest proportion of vacancies at 12.9% (down from 13.5% in 2010).

Vacancies in technology subjects decreased from 10.5% in 2011 to 5.2% in 2012.

**Table 6: Secondary school subject vacancies**

Subjects	2008		2009		2010		2011		2012	
	N	%	N	%	N	%	N	%	N	%
English	23.9	11.9	26.1	17.5	14.8	20.7	10.4	10.0	10.3	11.1
Māori (Total)	18.6	9.3	18.2	12.2	5.8	8.1	14.0	13.5	11.9	12.9
<i>Māori (Te Reo)</i>	10.7	5.3	12.2	8.2	2.8	3.9	7.5	7.3	7.6	8.2
<i>Māori medium / bilingual</i>	7.9	3.9	6.0	4.0	3.0	4.2	6.5	6.3	4.3	4.7
Mathematics & statistics	33.7	16.8	15.2	10.2	9.2	12.9	17.5	16.9	17.6	19.1
Sciences (Total)	17.5	8.7	17.3	11.6	6.7	9.3	10.5	10.1	13.7	14.8
<i>General science</i>	10.2	5.1	12.3	8.3	4.1	5.7	4.8	4.7	6.7	7.2
<i>Biology</i>	3.0	1.5	2.0	1.3	2.6	3.6	0.0	0.0	2.0	2.2
<i>Physics</i>	1.3	0.6	2.0	1.3	0.0	0.0	3.5	3.4	1.0	1.1
<i>Chemistry</i>	3.0	1.5	1.0	0.7	0.0	0.0	2.2	2.1	4.0	4.3
Technology (Total)	34.3	17.1	21.4	14.4	9.8	13.7	10.9	10.5	4.8	5.2
<i>Graphics</i>	-	-	-	-	1.2	1.7	1.9	1.8	0.1	0.1
<i>Resistant materials</i>	-	-	-	-	3.5	4.9	3.5	3.4	3.3	3.6
<i>Electronics</i>	-	-	-	-	0.0	0.0	0.0	0.0	0.1	0.1
<i>Food technology</i>	-	-	-	-	2.6	3.6	2.5	2.4	0.8	0.9
<i>Textiles</i>	-	-	-	-	1.1	1.5	0.0	0.0	0.0	0.0
<i>Design</i>	-	-	-	-	0.0	0.0	1.0	1.0	0.0	0.0
<i>Bio and chemical related technology</i>	-	-	-	-	0.0	0.0	1.0	1.0	0.0	0.0
<i>Programming and computer science</i>	-	-	-	-	0.2	0.3	1.0	1.0	0.2	0.2
<i>Digital information</i>	-	-	-	-	0.2	0.3	0.0	0.0	0.3	0.3
<i>Digital infrastructure</i>	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0
<i>Digital media</i>	-	-	-	-	1.0	1.4	0.0	0.0	0.0	0.0
Health & physical education	13.9	6.9	9.3	6.2	1.4	2.0	6.4	6.2	2.8	3.0
Food & nutrition	6.5	3.2	5.0	3.4	2.2	3.1	0.6	0.6	1.0	1.1
Social studies	11.7	5.8	6.3	4.2	5.5	7.7	6.4	6.2	8.1	8.8
Drama					0.9	1.3	0.2	0.2	0.8	0.9
Art	5.3	2.6	2.7	1.8	3.1	4.3	3.5	3.4	1.0	1.1
Commerce	3.0	1.5	2.0	1.3	2.1	2.9	2.0	1.9	1.0	1.1
Music	2.5	1.2	1.6	1.1	1.9	2.7	1.3	1.3	2.0	2.2
Other / Non-subject specific	26.7	13.2	22.9	15.3	7.2	10.1	18.9	18.3	16.4	17.7
<b>Total <sup>a</sup></b>	<b>201.0</b>	<b>100.0</b>	<b>148.9</b>	<b>100.0</b>	<b>71.4</b>	<b>100.0</b>	<b>103.5</b>	<b>100.0</b>	<b>92.4</b>	<b>100.0</b>

<sup>a</sup> Due to rounding, percentages may not add up to 100%.



# Teacher Appointments

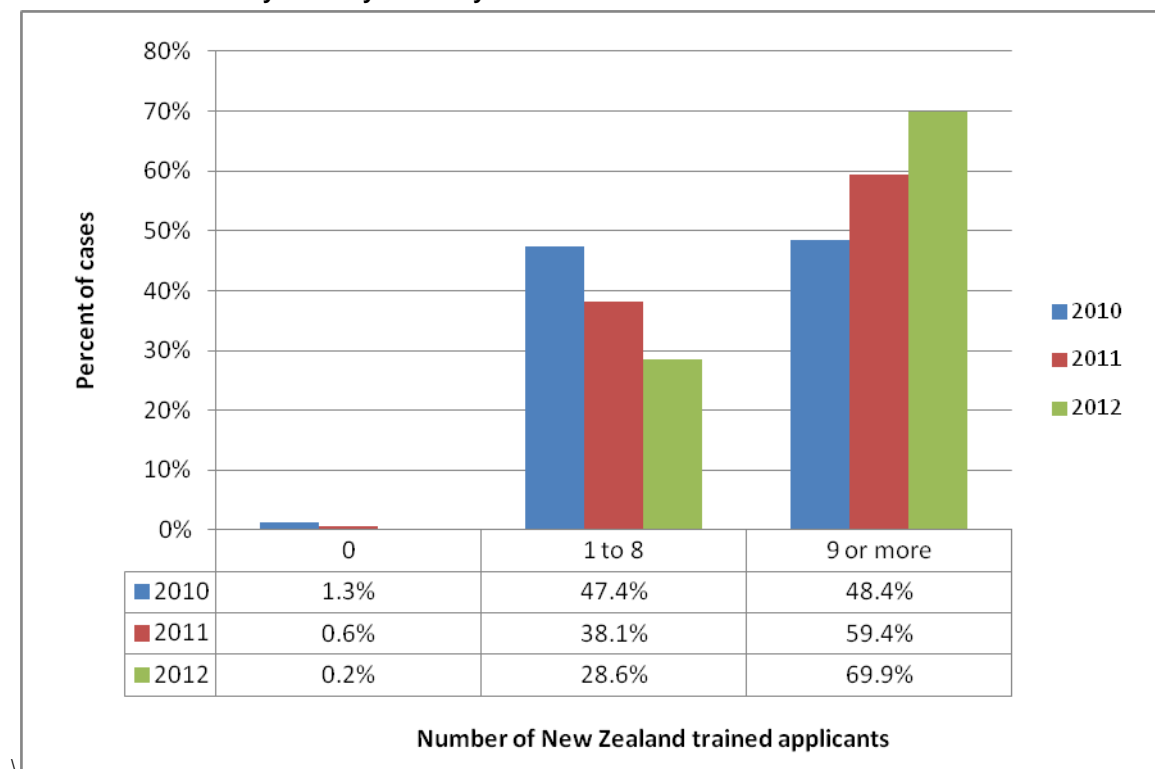
Principals were asked whether they had advertised for a permanent classroom teacher in the six months prior to the survey, and if so, how many New Zealand-trained teachers applied for the position. Primary school principals answered this question in relation to permanent Scale A classroom teachers and secondary school principals answered this question in relation to English, Te Reo Māori, mathematics and statistics, chemistry, physics, general science, health and physical education, and technology positions. If schools had advertised for more than one position in the last six months, they answered this question in relation to the most recent position advertised.

## Primary schools

Forty-four per cent of primary principals indicated they had advertised for a permanent Scale A classroom teacher in the past six months. As shown in Figure 1, the number of New Zealand trained teachers applying for permanent positions appears to have increased over the past three years. In 2010, principals reported that 48% of advertised positions received applications from nine or more New Zealand-trained teachers. In 2011, 59% of cases had nine or more New Zealand-trained applicants and in 2012, 70% of cases had nine or more applicants.

Consistent with data from previous years, appointments were made in the majority (97%) of these positions (see Appendix Table 3).

**Figure 1: New Zealand-trained applicants applying for permanent teaching positions in primary schools between July-January of each year<sup>a</sup>**



<sup>a</sup> Due to rounding, percentages may not add up to 100%.

## Secondary schools

Figure 2 shows the proportion of schools that had advertised for a permanent position in each of the subjects listed in the six months prior to the survey. Consistent with general trends identified over the past three years, advertised positions in the six months prior to the 2012 survey were most likely to be in English and maths/statistics and least likely to be in chemistry and physics. A higher demand for teachers in maths/statistics and English would be expected as these are core subjects offered in all secondary schools.

In most subjects, the percentage of schools that advertised a position in the six months prior to the 2012 was higher than the 2011 figure but lower than, or equivalent to, the 2010 figure. The percentage of schools that had advertised for a position in Te Reo Māori in the six months prior to the survey had increased slightly in 2012.

**Figure 2: Secondary schools that advertised for a position in eight subject areas in the six months prior to the survey (2010-2012)**

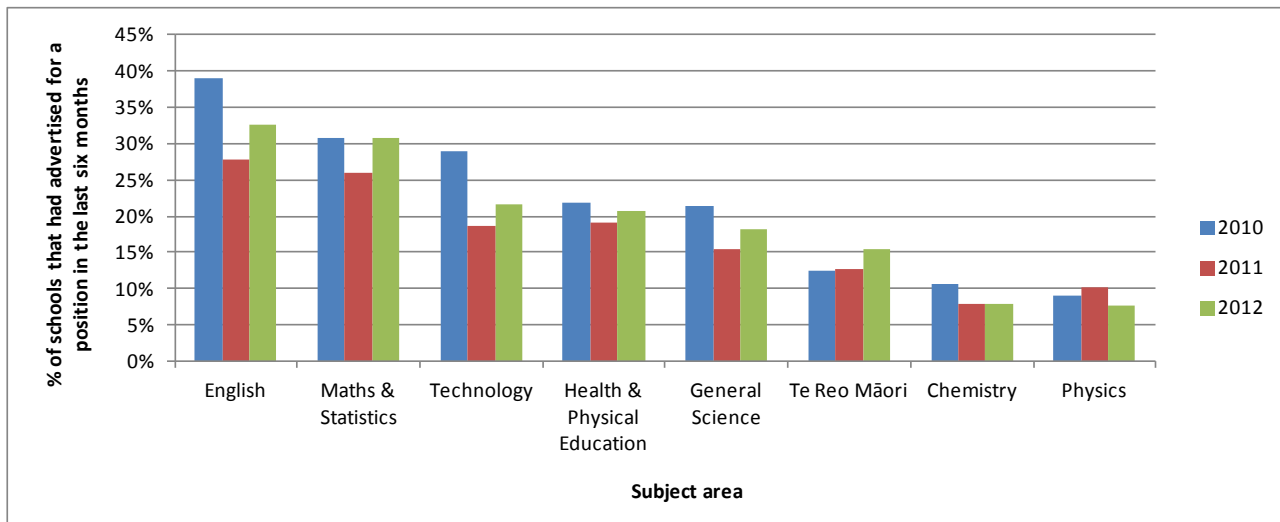
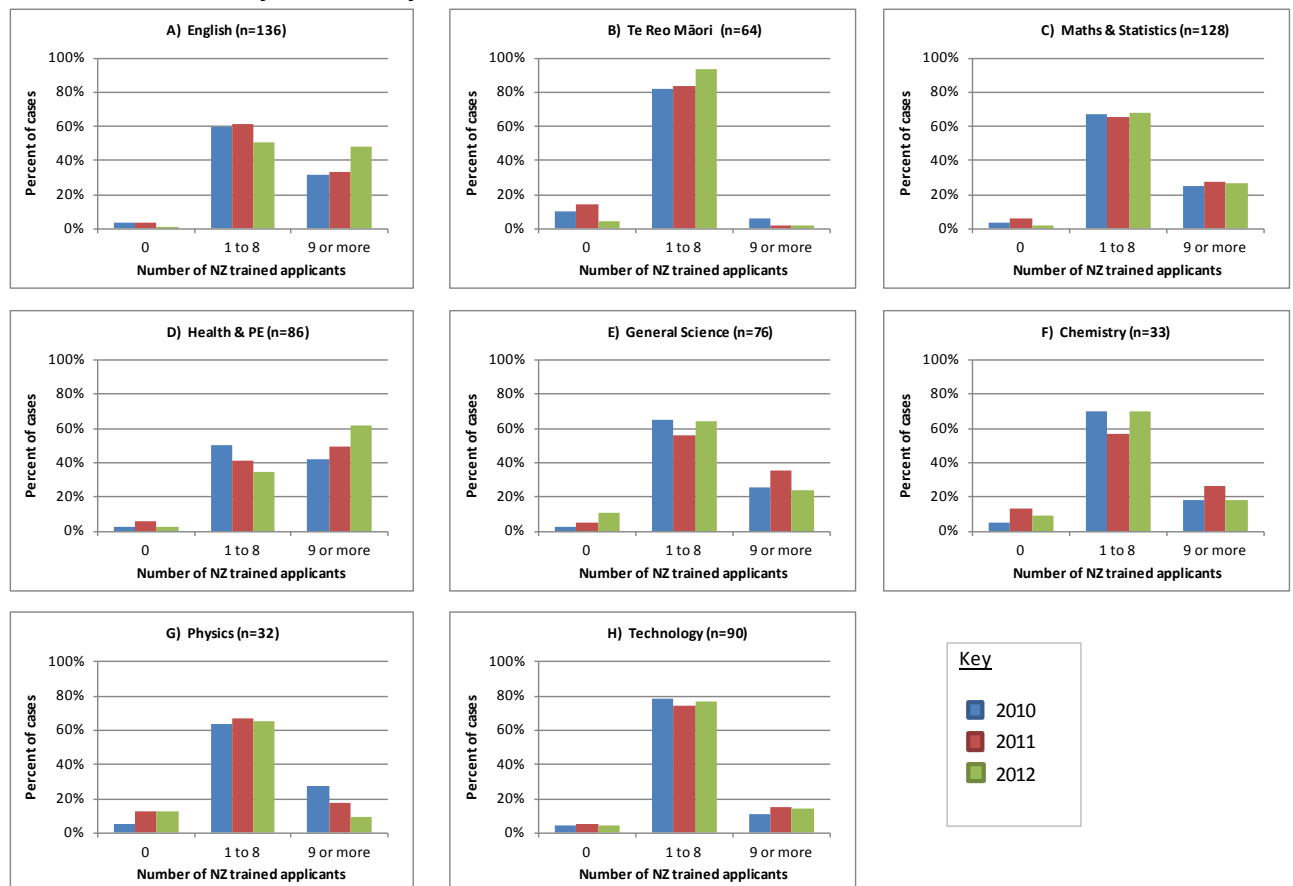


Figure 3 presents the number of New Zealand trained teachers that applied for permanent positions in key subject areas. As shown in Figure 3 A, B and D, the number of New Zealand trained teachers that applied for English, Te Reo Māori and health and physical education positions has increased between 2010 and 2012. That is, schools were more likely to receive nine or more applicants for English and health and physical education positions in 2012 than they were in 2011 or 2010. Although the majority of Te Reo Māori positions received a small number of applicants (94% of positions received between 1 and 8 applicants), the number of positions that received *no* applicants dropped from 15% of cases in 2011 to 5% of cases in 2012.

The numbers of New Zealand trained applicants for maths & statistics and technology positions has stayed relatively stable over the last three years. Schools were less likely to receive a high number of applications (9 or more) for general science and chemistry positions in 2012 than they were in 2011, but equally likely to receive a high number of applications as they were in 2010. Physics positions were less likely to receive a high number of applicants (9 or more) in 2012 than they were in 2010 and 2011.

**Figure 3: Number of New Zealand-trained applicants applying for subject positions at secondary schools between July and January**



Te Reo Māori, chemistry and physics positions were less likely to be filled by a successful candidate than other subject positions (Appendix Table 3). The majority (more than 90%) of advertised positions in English, maths & statistics, health and physical education, general science and technology were filled with a successful candidate.



## Sources of Teacher Supply in 2012

The supply of teachers for New Zealand schools is dependent on a number of sources. Two of these sources are the recruitment of first year (beginning) teachers and of overseas-trained teachers. Ongoing monitoring of the supply and demand for teachers in New Zealand<sup>2</sup> suggests that the school sector labour market has tightened over recent years. This is likely to impact the number of beginning and overseas-trained teachers being appointed to fill vacancies.

### Overseas-trained teachers

Principals were asked to indicate the number of 'relatively new' overseas-trained teachers employed by their school. For this survey, a 'relatively new overseas-trained teacher' was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2011 or 2012*.

As shown in Table 7, the number of relatively new overseas teachers employed in state and state-integrated schools has declined substantially over the last four years<sup>3</sup>. Relatively new overseas-trained teachers in 2012 represented 0.4% of all teachers in primary schools (down from 1.0% in 2008 and 0.7% in 2011) and 0.8% of all teachers in secondary schools (down from 1.8% in 2008 and 1.1% in 2011).

**Table 7: The number of relatively new overseas-trained teachers at the start of Term 1 (2008-2012)**

	2008		2009		2010		2011		2012	
	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>
Primary	266	1.0	317	1.0	248	0.8	187	0.7	123	0.4
Secondary	388	1.8	376	1.7	289	1.4	235	1.1	164	0.8
Total	654	1.4	693	1.3	537	1.1	422	0.9	287	0.6

<sup>a</sup> 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 21 February 2012

In 2012, two-thirds (n=198, 69%) of overseas teachers were employed by schools in main urban areas. Two-thirds (n=191, 67%) of overseas teachers were employed in schools with a low (less than 19%) proportion of Māori students and three-quarters (n=209, 73%) were employed in decile 4 to 10 schools (Appendix Table 4).

When analysed as a proportion of all *teachers*, overseas-trained teachers were equally represented in different localities and deciles, and were slightly more likely to be in schools with the lowest proportion of Māori students.

<sup>2</sup> This ongoing monitoring is overseen by the Education Information and Analysis team in the Ministry of Education.

<sup>3</sup> As these figures are based on a headcount of overseas teachers working in schools, they are influenced by the number of schools that respond to the survey and do not provide any information about whether these teachers were working full- or part-time. These figures should therefore be taken as an indication of the number of overseas-trained teachers employed in primary and secondary schools only.

## Beginning teachers

Principals were asked whether their school had any first year beginning teachers on their staff in 2012, and if so, to indicate the number that were eligible, and those who were not eligible, for the Beginning Teacher Time Allowance<sup>4</sup> (BTTA).

In 2012, there were 1,794 first year beginning teachers employed in New Zealand schools at the start of the school year. These teachers represented 3.6% of all teachers in 2012 (consistent with 3.6% in 2011 and up slightly from 3.4% in 2010). First year beginning teachers comprised 3.3% of teachers in the secondary sector (down from 3.9% in 2011) and 3.8% of teachers in the primary sector (up from 3.5% in 2011). As with previous years, the majority (N=1,646, 92%) of first year beginning teachers were eligible for the Beginning Teacher Time Allowance. Across both primary and secondary schools, the number of first year beginning teachers in New Zealand schools was lower in 2012 than it was five years ago in 2008.

**Table 8: First year beginning teachers in New Zealand schools at the start of Term 1 (2008-2012)**

	2008		2009		2010		2011		2012	
	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>	Number	% of all teachers <sup>a</sup>
Total number of beginning teachers (headcount)										
Total	2,223	4.6	2,029	3.8	1,720	3.4	1,766	3.6	1,794	3.6
Primary	1,365	5.0	1,308	4.2	1,064	3.6	970	3.5	1,079	3.8
Secondary	858	4.1	721	3.2	656	3.1	796	3.9	715	3.3
Beginning teachers eligible for the Beginning Teacher Time Allowance										
Total	2,148	4.5	1,973	3.7	1,658	3.3	1,605	3.3	1,646	3.3
Primary	1,317	4.9	1,280	4.1	1,027	3.5	906	3.2	997	3.5
Secondary	831	4.0	693	3.1	631	3.0	699	3.4	649	3.0
Beginning teachers not eligible for the Beginning Teacher Time Allowance										
Total	75	0.2	56	0.1	62	0.1	161	0.3	148	0.3
Primary	48	0.2	28	0.1	37	0.1	64	0.2	82	0.3
Secondary	27	0.1	28	0.1	25	0.1	97	0.5	66	0.3
Beginning overseas-trained teachers										
Total	47	0.1	56	0.1	45	0.1	49	0.1	41	0.1
Primary	17	0.1	31	0.1	25	0.1	23	0.1	16	0.1
Secondary	30	0.1	25	0.1	20	0.1	26	0.1	25	0.1

<sup>a</sup> 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 21 February 2012

<sup>4</sup> The Beginning Teacher Time Allowance (BTTA) is available to state school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. The teacher must be provisionally registered, appointed to a position for at least 10 weeks and for at least 0.5 FTE, and be paid out of teacher salaries. BTTA has also been available for second year beginning teachers at secondary schools from 2002, and 2004 for primary schools.

In 2012, seventy per cent (n=1,250) of first year beginning teachers were employed by schools in main urban areas. Just over half (n=999, 56%) first year beginning teachers were employed by schools with a low (less than 19%) proportion of Māori students and three-quarters (n=1,301, 73%) were employed in decile 4 to 10 schools (Appendix Table 5).

When analysed as a proportion of all *teachers* in state and state-integrated schools, first year beginning teachers were more likely to be employed in schools in secondary urban areas (with a population between 10,000 and 30,000), schools with the highest proportion of Māori students on their roll and lower (1-3) decile schools (Appendix Table 6).

In addition to collecting information about first year beginning teachers, principals were also asked to indicate the number of second year beginning teachers on their staff in 2012.

Consistent with previous years, secondary schools (85%) were more likely than primary schools (54%) to have employed at least one first or second year beginning teacher in 2012. First and second year beginning teachers comprised 6.7% of the teaching population in secondary schools and 7.4% of the teaching population in primary schools. Very few overseas-trained teachers were also beginning teachers.

**Table 9: First and second year beginning teachers in New Zealand schools (2010-2012)**

	Total schools with beginning teachers						Total (1st and 2nd yr) beginning teachers					
	2010		2011		2012		2010		2011		2012	
	N	% of all schools	N	% of all schools	N	% of all schools	N	% of all teachers <sup>a</sup>	N	% of all teachers <sup>a</sup>	N	% of all teachers <sup>a</sup>
<i>Total number of beginning teachers (headcount)</i>												
Total	1,410	60.1	1,292	58.3	1,369	59.6	3,706	7.3	3,464	7.2	3,567	7.1
Primary	1,073	55.1	976	53.1	1,019	54.0	2,310	7.8	1,984	7.1	2,102	7.4
Secondary	337	83.8	316	82.9	350	85.0	1,396	6.6	1,480	7.2	1,465	6.7
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>												
Total	1,373	58.5	1,253	56.5	1,332	58.0	3,539	6.9	3,156	6.5	3,286	6.5
Primary	1,041	53.5	941	51.2	987	52.3	2,217	7.5	1,850	6.6	1,930	6.8
Secondary	332	82.6	312	81.9	345	83.7	1,322	6.2	1,306	6.4	1,356	6.2
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>												
Total	115	4.9	150	6.8	147	6.4	167	0.3	308	0.6	281	0.6
Primary	70	3.6	95	5.2	105	5.6	93	0.3	134	0.5	172	0.6
Secondary	45	11.2	55	14.4	42	10.2	74	0.3	174	0.9	109	0.5
<i>Beginning overseas-trained teachers</i>												
Total	77	3.3	87	3.9	69	3.0	100	0.2	110	0.2	80	0.2
Primary	39	9.5	52	2.8	30	1.6	52	0.2	61	0.2	32	0.1
Secondary	38	2.0	35	9.2	39	9.5	48	0.2	49	0.2	48	0.2

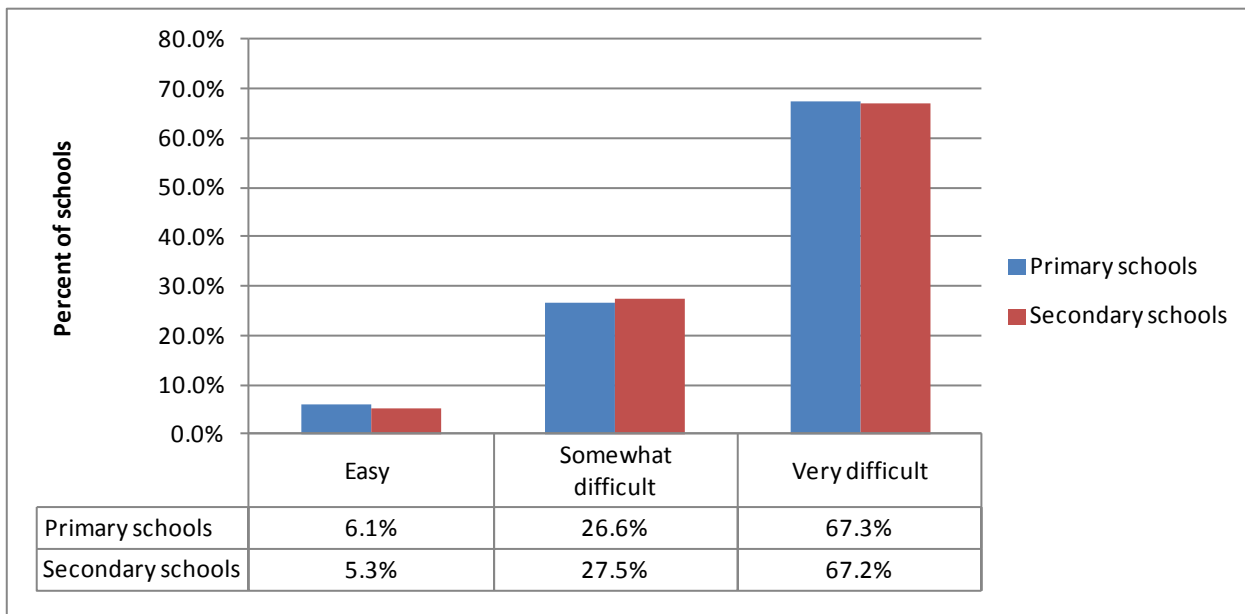
<sup>a</sup> 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 21 February 2012

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

## Availability of Relief Teachers Proficient in Te Reo Māori

Principals were asked how easy or difficult it is to find relief teachers for positions that require proficiency in Te Reo Māori. This question was added in 2011 in response to anecdotal reports from schools that finding qualified relief teachers proficient in Te Reo Māori is difficult. In 2012, one in six primary schools that responded to the survey (17%) and two-thirds (63%) of secondary schools that responded to the survey had positions that require teachers to be proficient in Te Reo Māori. As shown in Figure 4, two-thirds of principals from these schools (67% from both primary and secondary schools) find it very difficult, and just over one quarter of principals (27% from primary and 28% from secondary schools) find it somewhat difficult to source relief teachers for these positions.

**Figure 4: Level of difficulty finding relief teachers proficient in Te Reo Māori**





## Appendix Tables

**Appendix Table 1: Proportion of vacant entitlement positions in the period 2010-2012, by school characteristics**

School Characteristics	Vacant entitlement positions (FTE)					
	2010		2011		2012	
	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>
All schools	185.6	0.4	193.8	0.5	184.7	0.4
<b>Locality</b>						
Main Urban (population > 30,000)	95.1	0.3	97.8	0.3	116.8	0.4
Secondary Urban (10,000 to 30,000)	21.0	0.6	10.0	0.3	13.2	0.4
Minor Urban (1,000 to 9,999)	33.8	0.7	36.3	0.7	28.0	0.5
Rural (< 1,000)	35.7	0.9	49.8	1.4	26.7	0.7
<b>Māori Roll (quartiles)</b>						
0% to <10.0%	36.8	0.3	41.1	0.3	42.9	0.3
10.0% to <18.8%	35.6	0.3	42.5	0.4	35.5	0.3
18.8% to <38.1%	48.2	0.4	43.3	0.4	47.3	0.4
38.1% to 100%	65.0	0.8	66.9	0.9	59.0	0.8
<b>Socio-economic indicator</b>						
Deciles 1-3	68.5	0.6	80.3	0.7	77.3	0.7
Deciles 4-7	76.9	0.4	71.9	0.4	64.7	0.4
Deciles 8-10	40.2	0.3	41.6	0.3	42.8	0.3

<sup>a</sup> Percentage of schools that responded to the survey.

**Appendix Table 2: Proportion of re-advertised positions in the period 2010-2012, by school characteristics**

School Characteristics	Re-advertised vacant entitlement positions (FTE)					
	2010		2011		2012	
	N	% <sup>a</sup>	N	% <sup>a</sup>	N	% <sup>a</sup>
All schools	61.0	0.1	74.8	0.2	62.2	0.1
<b>Locality</b>						
Main Urban (population > 30,000)	24.7	0.1	26.2	0.1	37.4	0.1
Secondary Urban (10,000 to 30,000)	7.6	0.2	3.6	0.1	6.8	0.2
Minor Urban (1,000 to 9,999)	14.3	0.3	21.3	0.4	11.0	0.2
Rural (< 1,000)	14.4	0.4	23.7	0.7	7.0	0.2
<b>Māori Roll (quartiles)</b>						
0% to <10.0%	10.7	0.1	14.6	0.1	9.0	0.1
10.0% to <18.8%	10.1	0.1	16.5	0.1	16.0	0.1
18.8% to <38.1%	14.1	0.1	11.7	0.1	11.0	0.1
38.1% to 100%	26.1	0.3	32.0	0.4	26.2	0.3
<b>Socio-economic indicator</b>						
Deciles 1–3	25.7	0.2	36.0	0.3	31.7	0.3
Deciles 4–7	23.0	0.1	25.2	0.2	21.7	0.1
Deciles 8–10	12.3	0.1	13.6	0.1	8.8	0.1

<sup>a</sup> Percentage of entitlement positions in schools that responded to the survey.

**Appendix Table 3: Proportion of advertised positions in which an appointment was made (2010-2012)**

Year	English	Te Reo Māori	Maths & Statistics	Health & Physical Education	General Science	Chemistry	Physics	Technology
2010	91.7%	80.0%	94.4%	96.6%	97.7%	100.0%	91.7%	94.8%
2011	91.4%	79.5%	89.5%	94.4%	91.5%	96.4%	83.3%	89.7%
2012	97.0%	86.7%	91.1%	98.8%	92.8%	81.3%	76.7%	94.3%

**Appendix Table 4: Characteristics of schools in which relatively new overseas-trained teachers were employed during the period 2010-2012**

School Characteristics	2010		2011		2012	
	Number (headcount)	% of all teachers <sup>a</sup>	Number (headcount)	% of all teachers <sup>a</sup>	Number (headcount)	% of all teachers <sup>a</sup>
All schools	537	1.1	422	0.9	287	0.6
Primary schools	248	0.8	187	0.7	123	0.4
Secondary schools	289	1.4	235	1.1	164	0.8
<b>Locality</b>						
Main Urban (population > 30,000)	398	1.1	316	0.9	198	0.6
Secondary Urban (10,000 to 30,000)	53	1.4	28	0.8	22	0.6
Minor Urban (1,000 to 9,999)	50	0.8	44	0.7	36	0.6
Rural (< 1,000)	36	0.7	34	0.8	31	0.7
<b>Māori Roll (quartiles)</b>						
0% to <10.3%	177	1.2	140	1.0	102	0.7
10.3% to <18.9%	144	1.0	105	0.8	89	0.6
18.9% to <37.5%	154	1.2	91	0.7	49	0.4
37.5% to 100%	62	0.7	85	1.0	47	0.6
<b>Socio-economic indicator</b>						
Deciles 1-3	145	1.1	132	1.1	78	0.6
Deciles 4-7	195	0.9	138	0.7	102	0.5
Deciles 8-10	197	1.1	151	0.9	107	0.6

<sup>a</sup> 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 21 February 2012.

**Appendix Table 5: Characteristics of schools where first year beginning teachers were teaching in 2012**

School Characteristics	Schools with first year beginning teachers		First year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers <sup>a</sup>
All schools	946	41.2	1,794	3.6
<b>Locality</b>				
Main Urban (population > 30,000)	604	49.4	1,250	3.5
Secondary Urban (10,000 to 30,000)	84	53.8	161	4.2
Minor Urban (1,000 to 9,999)	121	44.6	206	3.5
Rural (< 1,000)	137	21.1	177	3.8
<b>Māori Roll (quartiles)</b>				
0% to <10.3%	249	43.2	512	3.4
10.3% to <18.9%	248	43.4	487	3.5
18.9% to <37.5%	243	42.1	443	3.5
37.5% to 100%	206	36.0	352	4.1
<b>Socio-economic indicator</b>				
Deciles 1-3	271	39.0	493	4.0
Deciles 4-7	384	41.6	706	3.5
Deciles 8-10	291	42.7	595	3.4

<sup>a</sup> 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 21 February 2012.

**Appendix Table 6: Characteristics of schools where first and second year beginning teachers were teaching in 2012**

School Characteristics	Schools with first and second year beginning teachers		First and second year beginning teachers	
	Number	% of all schools	Number (headcount)	% of all teachers <sup>a</sup>
All schools	1,369	59.6	3,567	7.1
<b>Locality</b>				
Main Urban (population > 30,000)	864	70.6	2,541	7.1
Secondary Urban (10,000 to 30,000)	112	71.8	284	7.4
Minor Urban (1,000 to 9,999)	173	63.8	400	6.7
Rural (< 1,000)	220	34.0	342	7.3
<b>Māori Roll (quartiles)</b>				
0% to <10.3%	373	64.8	1,036	7.0
10.3% to <18.9%	358	62.6	996	7.1
18.9% to <37.5%	345	59.8	879	6.9
37.5% to 100%	293	51.1	656	7.7
<b>Socio-economic indicator</b>				
Deciles 1–3	395	56.8	942	7.6
Deciles 4–7	547	59.3	1,423	7.0
Deciles 8–10	427	62.7	1,202	6.9

<sup>a</sup> 'Percentage of all teachers' is based on the headcount of teachers on the payroll during pay period ending 21 February 2012.