




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 2007 school year**

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Executive Summary

Since 1997, the Research Division of the Ministry of Education has undertaken a survey of all state and state integrated schools at the beginning of each school year to monitor the staffing situation in New Zealand schools. The one-page survey form provides the Ministry with a snapshot of the number of entitlement staffing vacancies and re-advertised vacancies in schools at the start of Term 1, how these vacancies are being covered, and in the case of secondary schools, in what subject areas vacancies are occurring. While school vacancies are also monitored through the March roll returns¹ and through the advertisements in the *Education Gazette* this survey provides the Ministry with valuable vacancy information early in the school year.

The 2007 survey achieved an excellent response rate of 95 percent of all schools. Completed surveys were returned by 95 percent of primary schools and 93 percent of secondary schools.

Results from this year show that overall staffing vacancies in New Zealand schools at the beginning of the school year, as a proportion of all entitlement positions, remained at a similar level to the previous year (2006). Although there was a slight drop in the proportion of vacancies at the primary level, vacancy levels in secondary schools remained fairly constant. As in previous years, a relatively small proportion (13.4%) of schools overall had vacancies. Nine percent of primary schools had vacancies at the beginning of the school year; the vacancies within these schools represented 0.7 percent of all entitlement positions in 2007. Thirty-five percent of secondary schools had vacancies at the beginning of the school year; the vacancies within these schools represented 1.0 percent of all entitlement positions in 2007.

Re-advertised positions in schools are considered to be an indication of ‘hard-to-staff’ positions. Although in 2007 there was an increase in the number of re-advertised positions from the previous two years, the number of vacancies was lower than those experienced in 2002, 2003 and 2004. Fifty-three percent of all secondary vacancies and 0.6 percent of all entitlement positions were re-advertised. This compares with 41 percent of all secondary vacancies and 0.4 percent of all entitlement positions in 2006. In primary schools, 27 percent of all primary school vacancies and 0.2 percent of all entitlement positions were re-advertised in 2007 (compared with 22% of all primary vacancies and 0.2% of all entitlement positions in 2006).

Further results from the survey in 2007 indicated that:

- The Whangarei local office area recorded the highest proportion of vacancies (1.6% all of entitlement positions), as well as the highest proportion of re-advertised positions (0.9% of all entitlement positions).
- As in previous years, the proportion of vacancies and re-advertised vacancies were greater in schools with larger concentrations of Māori students and in deciles 1-3 schools.
- In 2007, the proportion of vacancies increased slightly in deciles 8-10 schools (from 0.7% in 2006 to 0.8% in 2007) while they decreased slightly in deciles 1-3 schools (from 1.3% in 2006 to 1.1% in 2007).

¹ These returns are managed by the Data Management and Analysis Division of the Ministry of Education.

- The proportion of lower decile schools (deciles 1-3) with vacancies decreased in 2007 (from 15% in 2006 to 12.9% in 2007). In addition, slightly fewer lower decile schools reported having re-advertised vacancies in 2007 (5.9%) than in 2006 (6.1%). More higher decile schools (deciles 8-10), on the other hand, reported having re-advertised vacancies (2.8% in 2006 and 4.3% in 2007).
- As found in previous years, 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 (57.7%) and secondary (54.4%) schools. This measure was used to a greater extent by secondary schools in 2007 than in 2006.
- Over half (56%) of the primary school principals indicated that there were days during terms 3 and 4 in 2006 when they needed a day reliever but no relievers were available. Of those who could not access relievers, just under half indicated that this situation had occurred at their school occasionally (occasionally was defined as three to five days).
- In 2007, the subject areas most sought after in secondary schools were technology (18.0% of all FTTE vacancies), sciences (11.5%), mathematics (11.0%), English (9.3%), and physical education (6.1%).
- There were 998 overseas teachers (who had taught for the first time New Zealand in 2005, 2006, or 2007) teaching here at the beginning of 2007. Sixty-eight percent of these were teaching in secondary schools.
- In 2007, there were 2,272 first year beginning teachers. The number of beginning teachers in primary schools increased from 1,363 in 2006 to 1,415 in 2007. The number in secondary schools decreased from 981 in 2006 to 857 in 2007.

The Ministry of Education has introduced a range of initiatives in recent years to increase the supply of teachers. These initiatives² 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.

² More information on these initiatives can be obtained from the TeachNZ website on www.teachnz.govt.nz. TeachNZ is a unit of the Ministry of Education.

Monitoring Teacher Supply

Introduction

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

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

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

Some of the current initiatives in place include the following:

- Secondary Subject Trainee Allowances for chemistry, mathematics, physics, te reo Māori, and technology, worth up to \$10,000;
- Loan support for teachers of te reo Māori, Māori medium, hard-to-staff schools, English, physics and mathematics in their second to fourth years of teaching;
- Free retraining for former secondary teachers;
- Returning to teaching allowances;
- Rural scholarships worth \$10,000 each;
- National relocation grants for teachers to move to teaching jobs in other parts of New Zealand;
- International relocation grants of NZ\$5,000 to encourage New Zealand teachers living overseas to return to 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; and
- A range of TeachNZ scholarships for potential secondary and Māori Medium teachers. Under these 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 Ministry of Education monitors the teacher supply situation in New Zealand schools closely. One of the ways in which it does this is to undertake a survey of all schools at the beginning of the school year. The *Teacher Vacancy Survey* has been undertaken since 1997 and provides a snapshot of the situation in schools at the start of Term 1.

Method and Response Rates

As in previous years, information was sought on the staffing situation in schools at the beginning of the school year. Both primary and secondary principals were asked to complete a brief, one-page survey outlining the situation in their schools as at 7 February 2007.

The overall format of the survey has remained largely unchanged since 1997. The 2007 survey asked each principal to provide information on:

- the number of entitlement vacancies and re-advertised vacancies in their school at the beginning of the school year;
- how any vacancy was being covered;
- the number of first year beginning teachers, as well as the number of relatively new overseas teachers who were teaching in their school; and
- the number of positions where an appointment had been made but the appointee was unable to start at the beginning of Term 1.

Primary school principals were asked two further questions. The first was related to the provision of classroom release time (CRT), introduced in primary schools in Term 4 2005, and how it was being covered. The other question was related to the availability of relievers, and asked principals to indicate if there were any days during terms 3 and 4 in 2006 when they needed a day reliever but no relievers were available.

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

Schools were then asked to fax the completed forms to the Research Division of the Ministry of Education. The 2007 survey was completed by 95 percent of all schools (95% of all primary and special schools and 93% of all secondary and composite schools).

As can be seen in Table 1, completed surveys were received from 1,955 primary and special schools, and 384 secondary and composite schools. Ninety-three primary and special schools and 27 secondary and composite schools did not return their surveys.

Table 1: Response Rates

	Primary ¹	Secondary ²	Total
Number of schools surveyed	2,048	411	2,459
Number of schools that responded	1,955	384	2,339
Percentage of schools that responded	95.5	93.4	95.1
Number of schools that did not respond	93	27	120

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

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

Points to Note

1. To enable comparisons to be made with data collected from the *Teacher Vacancy Surveys* conducted in previous years, data from special schools are included with the data from primary schools and data from composite schools are included with the data from secondary schools.
2. Schools were asked to indicate whether they had any *entitlement staffing vacancies*. It is acknowledged that some schools may have had vacancies at the beginning of Term 1 above their current staffing entitlement but it was beyond the scope of the survey in its present format to collect information on these vacancies.
3. An *entitlement staffing vacancy* was defined as any position which was not filled by a permanent teacher or a long-term reliever whose tenure was more than 10 consecutive weeks.
4. A *re-advertised vacancy* was defined as any position which had been advertised nationally more than once with no appointment being made after the first time advertised.

Table 2 provides details of the numbers of schools responding to the vacancy surveys since 2000 and for those schools, the total number of provisional entitlement positions, expressed as full-time teacher equivalents (FTTEs). It can be seen that the total number of provisional entitlement positions varies from year to year. Some of this fluctuation will be due to variations in the number of schools that responded to the survey. Other influences on the number of provisional entitlements include policy changes, such as the school staffing improvements introduced in 2001, which have created additional teaching positions.

Table 2: Number of responding schools and the provisional entitlement positions ¹ (FTTEs²) within these schools (2000 – 2007)

	Primary							
	2000	2001	2002	2003	2004	2005	2006	2007
Number of schools which responded	2,213	2,185	2,183	2,121	2,026	1,919	1,898	1,955
Entitlement positions within these schools (FTTE)	22,399	22,733	22,846	22,789	22,923	21,710	22,360	23,216
	Secondary							
	2000	2001	2002	2003	2004	2005	2006	2007
Number of schools which responded	394	398	394	385	379	382	382	384
Entitlement positions within these schools (FTTE)	15,574	15,763	15,499	15,948	16,082	17,641	18,154	18,209
	Total							
	2000	2001	2002	2003	2004	2005	2006	2007
Number of schools which responded	2,607	2,583	2,577	2,506	2,405	2,301	2,280	2,339
Entitlement positions within these schools (FTTE)	37,973	38,496	38,345	38,737	39,005	39,351	40,514	41,425

¹ Entitlement positions for the 2007 school year are based on provisional data for those schools that responded (93 primary schools and 27 secondary schools did not return completed survey forms in 2007). The entitlement figures are confirmed after the annual March 1 roll return data are compiled.

² Full-time teacher equivalents

The Staffing Situation in New Zealand Schools at the Start of the 2007 School Year

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

Entitlement Staffing Vacancies

In this survey the term ‘entitlement staffing vacancy’ is defined as *any position which is not filled by a permanent teacher or by a long-term reliever with tenure of more than 10 consecutive weeks*, as at the beginning of the new school year. Information on positions such as Reading Recovery and Operations Grant-funded teachers are not included in this analysis.

How many schools had vacancies as at 7 February 2007?

As in previous years, a small proportion of all schools (12.9%) had vacant entitlement positions at the beginning of 2007 (see Table 3). While the overall percentage has decreased slightly in 2007 (from 13.4% in 2006), the pattern of change is slightly different by school type. The proportion of secondary schools with entitlement vacancies increased in 2007 to 35.2 percent (from 31.4% in 2006), although it is not as high as it was in 2002, 2003 and 2004. By contrast, the proportion of primary schools with entitlement vacancies decreased from 9.8 percent to 8.5 percent, and has been decreasing since 2002.

How many vacancies were there as at 7 February 2007?

In 2007, the total number of Full-Time Teacher Equivalent (FTTE) vacancies across all schools was 362.9. This represented just less than one percent (0.9%) of all FTTE entitlement positions in those schools (i.e. nearly one in every hundred entitlement positions was vacant as at 7 February 2007). The proportion of all vacant positions remained the same as in the 2005 and 2006 surveys.

The proportion of vacancies to entitlement positions in the primary sector decreased slightly from the previous year (from 0.8% to 0.7%), whereas the proportion of vacancies in the secondary sector was similar to the level experienced in 2005 and 2006 (1.0%).

Table 3: Vacancies (FTTE) as at the beginning of the school year (2000 – 2007)

	Primary							
	2000	2001	2002	2003	2004	2005	2006	2007
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	208.0	221.6	272.1	275.2	197.0	189.1	188.3	173.0
- proportion of all entitlement positions (%)	0.9	1.0	1.2	1.2	0.9	0.9	0.8	0.7
<i>Schools with vacancies</i>								
- number	189	215	245	236	171	184	186	167
- proportion of all schools (%)	8.5	9.8	11.2	11.1	8.4	9.6	9.8	8.5
<i>Schools with at least one FTTE vacancy</i>								
- number	159	157	191	188	142	146	149	138
- proportion of all schools (%)	7.2	7.2	8.7	8.9	7.0	7.6	7.9	7.1
	Secondary							
	2000	2001	2002	2003	2004	2005	2006	2007
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	124.7	170.7	237.9	266.1	227.3	173.7	180.9	189.9
- proportion of all entitlement positions (%)	0.8	1.1	1.5	1.7	1.4	1.0	1.0	1.0
<i>Schools with vacancies</i>								
- number	106	130	148	166	147	120	120	135
- proportion of all schools (%)	26.9	32.7	37.6	43.1	38.8	31.4	31.4	35.2
<i>Schools with at least one FTTE vacancy</i>								
- number	90	116	135	149	128	103	105	114
- proportion of all schools (%)	22.8	29.1	34.3	38.7	33.8	27.0	27.5	29.7
	All Schools							
	2000	2001	2002	2003	2004	2005	2006	2007
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	332.7	392.3	510.1	541.3	424.3	362.8	369.2	362.9
- proportion of all entitlement positions (%)	0.9	1.0	1.3	1.4	1.1	0.9	0.9	0.9
<i>Schools with vacancies</i>								
- number	295	345	393	402	318	304	306	302
- proportion of all schools (%)	11.3	13.4	15.3	16.0	13.2	13.2	13.4	12.9
<i>Schools with at least one FTTE vacancy</i>								
- number	249	273	326	337	270	249	254	252
- proportion of all schools (%)	9.6	10.6	12.7	13.4	11.2	10.8	11.1	10.8

Re-advertised Vacancies

As in previous surveys, the 2007 survey defined a 're-advertised position' as *any position which had been advertised nationally more than once with no appointment being made after the first time advertised*. 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 (2000 – 2007)

	Primary							
	2000	2001	2002	2003	2004	2005	2006	2007
<i>Re-advertised positions (FTTE)</i>								
- number	32.0	36.6	54.7	66.6	40.4	55.2	41.5	47.3
- proportion of all entitlement positions (%)	0.1	0.2	0.2	0.3	0.2	0.3	0.2	0.2
<i>Schools with re-advertised positions</i>								
- number	28	35	57	59	37	55	42	46
- proportion of all schools (%)	1.3	1.6	2.6	2.8	1.8	2.9	2.2	2.4
	Secondary							
	2000	2001	2002	2003	2004	2005	2006	2007
<i>Re-advertised positions (FTTE)</i>								
- number	46.5	59.1	101.9	143.6	116.0	82.0	74.2	100.6
- proportion of all entitlement positions (%)	0.3	0.4	0.7	0.9	0.7	0.5	0.4	0.6
<i>Schools with re-advertised positions</i>								
- number	42	59	79	104	87	63	61	81
- proportion of all schools (%)	10.7	14.8	20.1	27.0	23.0	16.5	16.0	21.1
	All Schools							
	2000	2001	2002	2003	2004	2005	2006	2007
<i>Re-advertised positions (FTTE)</i>								
- number	78.5	95.8	156.6	210.2	156.4	137.2	115.7	147.9
- proportion of all entitlement positions (%)	0.2	0.2	0.4	0.5	0.4	0.3	0.3	0.4
<i>Schools with re-advertised positions</i>								
- number	70	94	136	163	124	118	103	127
- proportion of all schools (%)	2.7	3.6	5.3	6.5	5.2	5.1	4.5	5.4

What proportion of schools had re-advertised vacancies?

Table 4 indicates that in 2007, 0.4 percent of all entitlement positions were vacancies that had been re-advertised. This overall percentage has increased slightly from 2006 (from 0.3% to 0.4% in 2007). The proportion of all re-advertised entitlement vacancies remained the same for primary schools (0.2% in 2006 and 2007), but increased for secondary schools (from 0.4% in 2006 to 0.6% in 2007).

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

In 2007, there was a total of 362.9 FTTE vacancies across all schools. Of these, 173.0 FTTE vacancies were in primary schools and 189.9 FTTE vacancies were in secondary schools.

Forty-one percent (i.e. around four in every ten) of teaching vacancies in 2007 had been re-advertised. This was an increase from 2006, where re-advertised vacancies represented 31 percent of all teaching vacancies.

In 2007, 27.3 percent of all primary school vacancies were re-advertised. This represented an increase of 5.3 percent from 2006 when 22.0 percent of primary vacancies were re-advertised. There was also a significant increase in re-advertised secondary school vacancies from the previous year. In 2007, 53.0 percent of secondary school vacancies were re-advertised, compared with 41.0 percent of secondary school vacancies in 2006.

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 2007, seven primary schools (with a total of 5.6 FTTE vacancies), and twenty-two secondary schools (with a total of 23.0 FTTE vacancies) had made appointments but the teachers were unable to start teaching at the beginning of the 2007 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 2007 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 2007 in Table 5 shows a similar pattern.

Similar to previous years, the proportion of vacancies and re-advertised positions to total staffing entitlement was highest in the schools with a greater concentration of Māori students. However, the proportion of vacancies decreased in schools with the highest concentration of Māori students (from 1.5% in 2006 to 1.4% in 2007). The proportion of re-advertised positions in these schools increased from 0.5 percent in 2006 to 0.7 percent in 2007. In schools with low concentrations of Māori students, the proportion of vacancies increased slightly from 0.6% to 0.7% (0.6%), and re-advertised positions (0.2%) to all staffing entitlement remained the same as 2006.

In 2007, there was again a clear pattern evident by school decile, as seen in previous years. The proportion of vacancies and re-advertised positions to staffing entitlement was highest in low decile schools (deciles 1 – 3). While the proportion of vacancies increased slightly in decile 8-10 schools (from 0.7% in 2006 to 0.8% in 2007), there was a decrease in vacancies in low decile schools (from 1.3% in 2006 to 1.1% in 2007). The proportion of re-advertised vacancies to entitlement positions remained constant in low decile schools (0.5%), but increased by 0.1 percentage points for deciles 8-10 and deciles 4-7 schools.

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

In 2007, the proportion of vacancies to entitlement positions remained a similar level in main urban localities (0.7%) and secondary urban localities (1.1%) to that experienced in 2006. However, the proportion decreased in rural (from 1.6% in 2006 to 1.4% in 2007), but increased slightly in minor urban areas (from 1.4% in 2006 to 1.5% in 2007). The proportion of re-advertised positions in 2007 increased by 0.1 percentage points in all localities compared to 2006.

Table 5: Distribution of vacancies and of re-advertised positions in 2007, by school characteristics^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
All schools	302	12.9	362.9	0.9	127	5.4	147.9	0.4
<i>Locality</i>								
Main Urban (population > 30,000)	160	13.1	200.5	0.7	62	5.1	74.4	0.3
Secondary Urban (10,000 to 30,000)	27	17.9	35.1	1.1	14	9.3	17.9	0.6
Minor Urban (1,000 to 9,999)	59	21.9	73.5	1.5	31	11.5	36.0	0.7
Rural (< 1,000)	56	8.1	53.8	1.4	20	2.9	19.6	0.5
<i>Māori Roll (quartiles)</i>								
0% to <9.3%	61	10.5	73.1	0.7	23	4.0	25.5	0.2
9.3% to <17.9%	76	12.9	86.1	0.7	31	5.3	32.4	0.3
17.9% to <35.2%	80	13.7	96.4	0.9	32	5.5	39.9	0.4
35.2% to 100%	85	14.5	107.3	1.4	41	7.0	50.1	0.7
<i>Socio-economic indicator</i>								
Deciles 1–3	89	12.9	115.4	1.1	41	5.9	52.6	0.5
Deciles 4–7	131	13.8	146.8	0.8	56	5.9	61.8	0.4
Deciles 8–10	82	11.8	100.7	0.8	30	4.3	33.5	0.3

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

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

In order to determine whether schools in particular regions of New Zealand experience more or less difficulty in employing staff than those in other regions, the geographical location of schools with vacancies and re-advertised in 2007 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 2006 and 2007.

In 2007, the proportion of vacancies in any one Ministry of Education local office area ranged from 0.3 percent to 1.6 percent of entitlement positions in that area (compared with 0.6% to 1.3% in 2005). The proportion of re-advertised positions ranged from 0.2 percent to 0.9 percent in 2007 (compared with a range of 0.1% to 0.7% in 2006).

In 2007, the Whangarei local office recorded the highest proportion of vacancies (1.6% of all entitlement), above the national average of 0.9 percent. The Whangarei local office also recorded the highest re-advertised positions (0.9%), well above the national average of 0.4 percent.

The local offices that experienced an increase in vacancies in 2007 compared to 2006, as a proportion of entitlement positions were Whangarei (an increase of 0.3% points), Christchurch (an increase of 0.2% points), Auckland North, Hamilton, and Napier (all at an increase of 0.1% points). Dunedin experienced the largest decrease (a decrease of 0.8% points). Other offices that experienced a decrease were Invercargill (down by 0.3% points), Nelson (down by 0.2% points), Auckland South, Rotorua, and Wellington (all down by 0.1% points). The proportion of vacancies in the Wanganui (1.0%) office remained the same as in 2006.

Table 6: Regional distribution (according to Ministry of Education Local Office areas) of vacancies and of re-advertised positions 2006 and 2007

Ministry of Education Local Office areas	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2006		2007		2006		2007	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	19.8	1.3	26.7	1.6	11.2	0.7	15.3	0.9
Auckland North	40.5	0.9	44.1	1.0	9.9	0.2	10.0	0.2
Auckland South	60.5	0.8	60.5	0.7	23.4	0.3	22.2	0.3
Hamilton	38.2	1.0	41.5	1.1	8.9	0.2	17.0	0.5
Rotorua	26.2	0.9	23.9	0.8	10.2	0.3	9.6	0.3
Wanganui	33.4	1.0	32.0	1.0	5.0	0.2	13.3	0.4
Napier	22.5	0.9	23.6	1.0	7.6	0.3	10.2	0.4
Wellington	48.0	1.0	39.7	0.9	17.8	0.4	21.7	0.5
Nelson	18.5	1.1	14.7	0.8	10.0	0.6	5.6	0.3
Christchurch	28.7	0.6	40.4	0.8	2.8	0.1	15.8	0.3
Dunedin	20.4	1.1	5.6	0.3	5.0	0.3	3.0	0.2
Invercargill	12.5	1.3	10.2	1.0	3.9	0.4	4.2	0.4
Total	369.2	0.9	362.9	0.9	115.7	0.3	147.9	0.4

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

Subject Vacancies in Secondary Schools

As in previous surveys, the 2007 survey also sought information from secondary schools about the subject areas in which vacancies occurred, to establish whether there was a concentration of vacancies in particular subject areas. In 2007, more specific information was gathered in the areas of technology, sciences and Māori studies. These particular subjects have been broken down into different subject areas (refer to Table 7).

Overall, at the beginning of 2007, there were a total of 189.9 FTTE vacancies in secondary schools representing 1.0 percent of all entitlement positions in those schools. This was 9.0 more FTTE vacancies than at the beginning of 2006 (where there were a total of 180.9 FTTE vacancies representing 1.0% of all entitlement positions).

Similar to 2006, the highest proportion of vacancies occurred in the areas of technology and science. At the beginning of 2007, there were 34.2 FTTE vacancies in technology subjects representing 18.0 percent of all vacancies in secondary schools. Technology vacancies have decreased slightly from 2006 (35.6 FTTE vacancies, 19.7% of all secondary vacancies in 2006). Hard material technology and food technology had the highest proportions of vacancies in the technology area.

Vacancies in the sciences increased from 17.4 FTTE vacancies in 2006 (9.6% of all secondary vacancies) to 21.8 FTTE vacancies in 2007 (11.5% of all secondary vacancies). In the science subject areas, general science had the most vacancies. The third highest proportion of vacancies occurred in mathematics, where there were 20.8 FTTE vacancies representing 11.0 percent of all vacancies in secondary schools, a slight decrease compared to 2006 (20.6 FTTE vacancies, 11.4% of all secondary vacancies in 2006).

There were also increases from 2006 in the proportions of vacancies in:

- English (from 8.2 to 9.3% of FTTE entitlement positions in 2007);
- art (from 3.1 to 5.8% of FTTE entitlement positions in 2007);
- te reo Māori (from 2.2 to 4.3% of FTTE entitlement positions in 2007); and
- commerce (from 1.7 to 3.4% of FTTE entitlement positions in 2007).

There were decreases from 2006 in the proportion of vacancies in:

- Māori medium / bilingual (from 2.8 to 0.9% of FTTE entitlement positions in 2007); and
- physical education (from 6.6 to 6.1% of FTTE entitlement positions in 2007).

No subject area information was provided for a total of 5.1 FTTE vacancies in 2007.

Table 7: Subject areas in which there were vacancies in secondary schools at the beginning of the 2006 and 2007 school years

Subject areas	Number of FTTE vacancies in 2006	Percentage of total FTTE vacancies in 2006 (%)	Number of FTTE vacancies in 2007	Percentage of total FTTE vacancies in 2007 (%)
Technology	35.6	19.7 ^f	34.2	18.0
Soft material technology	3.5	1.9	0.7	0.4
Hard material technology	10.5	5.8	19.8	10.4
Food technology	10.4	5.7	6.2	3.3
Electronics	-	-	0.2	0.1
ICT/Computing	7.3	4.0	5.2	2.7
Technology	3.9	2.2	2.1	1.1
Sciences	17.4	9.6 ^f	21.8	11.5
General Science	9.1	5.0	10.8	5.7
Biology	3.4	1.9	3.8	2.0
Chemistry	1.9	1.1	4.6	2.4
Physics	3.0	1.7	2.6	1.4
Mathematics	20.6	11.4	20.8	11.0
English	14.8	8.2	17.6	9.3
Physical education	11.9	6.6 ^g	11.5	6.1
Art ^a	5.6	3.1	11.0	5.8
Māori	9.0	5.0	9.9	5.2
Māori (Te Reo)	4.0	2.2	8.1	4.3
Māori Medium / Bilingual	5.0	2.8	1.8	0.9
Social Sciences ^b	7.4	4.1	7.8	4.1
Music	6.4	3.5	6.6	3.5
Commerce ^c	3.0	1.7	6.4	3.4
Graphics & design	4.5	2.5	5.6	2.9
Guidance & counselling	3.4	1.9	4.4	2.3
Languages	1.0	0.6	1.3	0.7
Food & nutrition	-	-	1.0	0.5
Other ^d	3.8	2.1	0.7	0.4
Non-subject specific teachers / subject area not specified ^e	36.5	20.2	29.3	15.4
Total^h	180.9	100.0	189.9	100.0

a Art includes Art, Drama, Dance, Visual Art, and Performance Art.

b Social Sciences include Geography, Social Studies, and Art History.

c Commerce includes Accounting, Economics, and Business Studies.

d Subjects in the 'other' category include Tourism and Early Childhood Education.

e Non-subject specific teachers include management staff, homeroom teachers, and teachers working in special education.

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

g In 2006, physical education vacancies included health vacancies. There were no health vacancies recorded in 2007.

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

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 secondary schools (from 43.0% of all secondary vacancies in 2006 to 54.4% in 2007) and decreased slightly for primary schools (from 58.6% in 2006 to 57.7% in 2007).

Secondary schools increased their use of departing staff (from 15.7% of all vacancies in 2006 to 17.3% in 2007), and decreased in the use of management teachers, staff with limited authority to teach, class reorganisations, and other measures.

Primary schools increased their use of departing staff (from 8.8% of all primary vacancies in 2006 to 11.0% in 2007), limited authority to teach staff (from 0.8% in 2006 to 2.1% in 2007), and other measures (from 7.8% in 2006 to 12.0% in 2007), but decreased their use of management teachers (from 15.9% in 2006 to 11.4% in 2007).

Table 8: Measures taken in primary schools to cover vacancies in 2004 – 2007

	2004		2005		2006		2007	
	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %	Number of FTTE vacancies covered	Percent of all vacancies %
Management teachers (DP/AP)	20.5	10.4	25.9	13.7	29.9	15.9	19.7	11.4
Departing staff	10.0	5.1	8.5	4.5	16.5	8.8	19.0	11.0
Trained relief staff (employed for 10 school weeks or less)	104.5	53.0	117.5	62.1	110.3	58.6	99.8	57.7
Limited authority to teach	4.2	2.1	4.2	2.2	1.5	0.8	3.6	2.1
Class reorganisation	9.9	5.0	5.0	2.6	7.1	3.8	6.5	3.8
Other measures ^a	16.2	8.2	9.7	5.1	14.8	7.8	20.8	12.0
Not specified	31.7	16.1	18.3	9.7	8.2	4.3	3.6	2.1
Total FTTE vacancies	197.0	100.0	189.1	100.0	188.3	100.0	173.0	100.0

a 'Other measures' included re-allocation of staff.

Table 9: Measures taken in secondary schools to cover vacancies in 2004 – 2007

	2004		2005		2006		2007	
	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)	14.9	6.6	5.5	3.2	12.7	7.0	12.7	6.7
Departing staff	22.3	9.8	25.4	14.6	28.4	15.7	32.8	17.3
Trained relief staff (employed for 10 school weeks or less)	125.1	55.0	89.4	51.5	77.7	43.0	103.4	54.4
Limited authority to teach	22.0	9.7	13.5	7.8	21.5	11.9	18.8	9.9
Class reorganisation	14.4	6.3	13.8	7.9	18.2	10.1	13.8	7.3
Other measures ^a	12.0	5.3	3.4	2.0	11.5	6.4	7.4	3.9
Not specified	16.6	7.3	22.5	13.0	10.9	5.9	1.0	0.5
Total FTTE vacancies	227.3	100.0	173.7	100.0	180.9	100.0	189.9	100.0

a 'Other measures' included reallocating existing staff, using distant learning and staff members forgoing release times.

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

From the fourth term of the 2005 school year, and annually from then on, primary and special schools have been entitled to a total of 740 extra FTTE positions nationally to resource classroom release time (CRT). Classroom full time teachers are entitled to 10 hours release time per term.

Principals were asked to indicate how classroom release time was being covered or planned to be covered in their school. Table 10 shows that 34 percent of all schools have used or were planning to use relievers to cover CRT, and a further 32 percent of schools indicated a mix of additional staff and relievers. The use of the reliever pool has decreased since 2006 (from 37% to 34%), while the use of additional permanent staff, fixed term staff, a mix of additional staff and relievers and principals has increased from 2006.

Table 10: Main ways primary schools are covering, or are planning to cover, their teachers' classroom release time in 2006 and 2007

	Percent of all schools (%)	
	2006 ^a	2007 ^b
Additional permanent staff	18.1	20.9
Additional fixed term staff	1.9	2.3
Reliever Pool	36.9	33.8
A mix of additional staff & relievers	29.8	32.1
Principals	2.7	3.2
Other	8.2	4.8
Did not respond	2.4	3.0
TOTAL	100.0	100.0

^a N = 1,898 primary schools which responded

^b N = 1,955 primary schools which responded

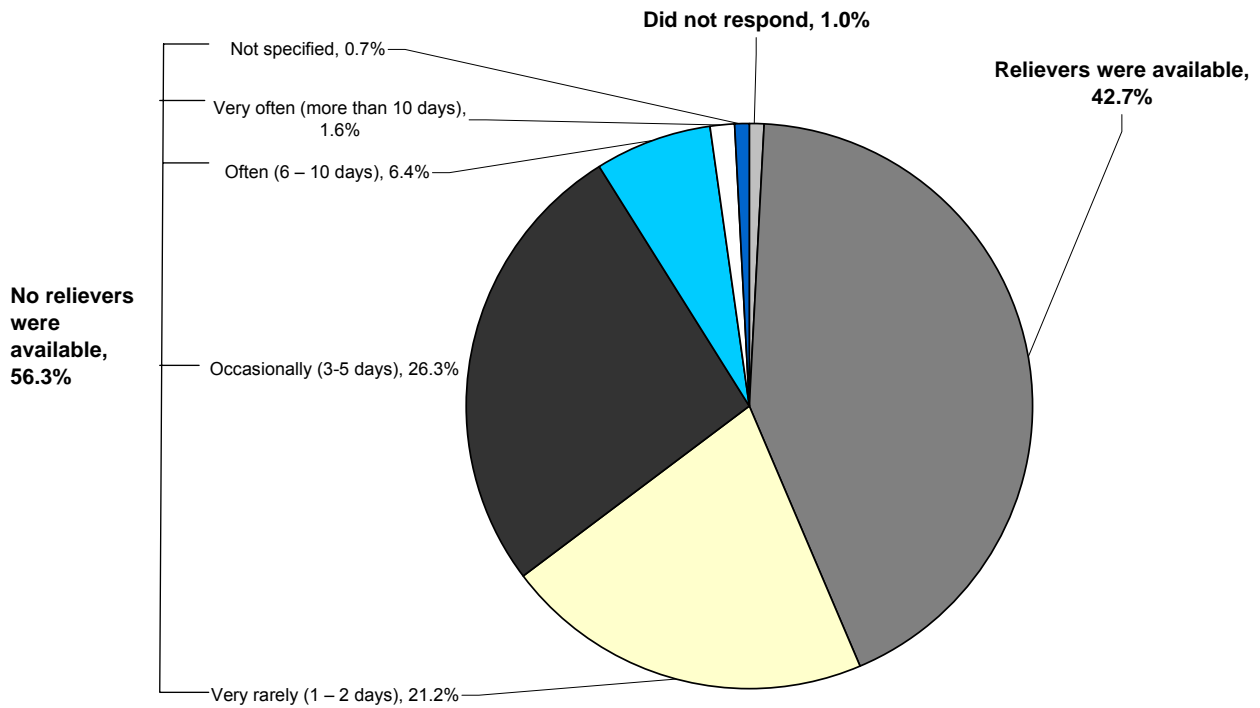
Availability of Relievers

As we have seen earlier in the previous section, relievers are often the main measure taken by primary schools to cover classroom release time. Anecdotal reports indicated that some schools were having difficulty sourcing day-to-day relievers because of the increased usage of relievers. To find out if this was the case, a new question was added to the survey in 2007. Principals were asked if there were any days during terms 3 and 4 in 2006 when they needed a day reliever but no relievers were available. If this was the case, principals were asked to indicate if such a situation occurred very rarely (1-2 days), occasionally (3-5 days), often (6-10 days) or very often (more than 10 days).

As Figure 1 shows, out of the 1,955 primary schools who responded to the survey, 834 (42.7%) schools indicated there were not any days during terms 3 and 4 in 2006 when they needed a reliever but no relievers

were available. However, over half of primary schools (1,102 schools) indicated that there were days when they needed a reliever but no relievers were available. Twenty-six percent of the principals indicated that such a situation occurred occasionally (3-5 days) during terms 3 and 4 in 2006, with a further fifth indicating it had only happened rarely (1-2 days) in their school.

Figure 1: How often primary principals needed a reliever during terms 3 and 4 in 2006 but no relievers were available ^a



^a n = 1,955 primary schools who responded to the survey

Sources of Teacher Supply in 2007

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 2007 survey asked questions about these two sources of teacher supply: the recruitment of overseas teachers and 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 2007 survey, an ‘overseas teacher’ was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2005, 2006, and 2007*.

In 2007, there was an increase in the number of overseas teachers in primary schools (321 in 2007 compared to 280 in 2006), while the number decreased in secondary schools³ (677 in 2007 compared to 754 in 2006). The proportion of overseas teachers who were teaching for the first time at a New Zealand school (at the beginning of the current school year) remained at 30 percent in 2007, the same as in the previous year.

Table 11: The year in which overseas teachers (teaching at schools in 2007) began teaching in New Zealand

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

The equivalent data from 2006 *Teacher Vacancy Survey* are detailed in Appendix Table A2.

Table 12 provides details of the 701 overseas teachers who began teaching in New Zealand in either 2006 or 2007. These teachers are considered ‘relatively new’ to teaching in New Zealand and represented 1.5 percent

³ It should be noted that completed surveys were not received from 93 primary schools and 27 secondary schools in 2007 therefore the actual number of overseas teachers employed at the start of the 2007 school year may be slightly higher than reported here.

of all primary and secondary teachers in 2007. This was a small decrease from the 2006 data (1.7% of all teachers). ``

The number of primary and secondary schools employing 'relatively new' overseas teachers increased slightly in 2007 compared with 2006. The proportion of secondary schools employing these teachers decreased slightly from 50.3 percent in 2006 to 50.0 percent in 2007. However, in primary schools, the proportion increased by one percentage point from 7.3 percent in 2006 to 8.3 percent in 2007.

Table 12 indicates that, in terms of where overseas teachers were employed, they were slightly more likely to be in schools with a lower proportion of Māori students. They were also least likely to be teaching in schools in rural areas. Although overseas teachers were fairly evenly distributed across all school deciles, there was a slightly higher tendency for them to be teaching in deciles 1-3 schools (1.6%) than in deciles 8-10 schools (1.4%). These results are similar to those in 2006.

Equivalent data from the 2006 *Teacher Vacancy Survey* are detailed in Appendix Table A1.

Forty-five percent of the 'relatively new' overseas teachers who began teaching in New Zealand for the first time in either 2006 or 2007 (N=313) were teaching in the Auckland North and Auckland South local office areas. As a proportion of the overall teaching force, these teachers accounted for 2.3 percent of teachers in Auckland North area, and 2.2 percent in the Auckland South area. The Nelson (2.2%), Whangarei (1.7%), and Wellington (1.3%) areas had the next highest proportion of 'relatively new' overseas teachers as a proportion of all teachers in their areas.

Table 12: Characteristics of schools in which ‘relatively new’⁴ overseas teachers were employed in 2007

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

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

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

⁴ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2006 or 2007.

Beginning Teachers

In addition to the questions regarding overseas teachers, the survey also asked about first year beginning teachers within schools. Principals were asked to indicate the number of beginning teachers in their school who were eligible for the Beginning Teacher Time Allowance⁵ and those who were not eligible for the allowance.

In 2006, there were 2,272⁶ first year beginning teachers employed in New Zealand schools, 1,415 teachers in primary and 857 in secondary schools. As shown in Table 13, there were 2,129 teachers who were eligible for the Beginning Teacher Time Allowance. The remaining 143 first year teachers were not eligible for the allowance (for example, because they did not meet the specified eligibility criteria).

The number of primary teachers that were eligible for the Beginning Teacher Time Allowance increased in 2006 (from 1,276 teachers in 2006 to 1,318 teachers in 2007), but decreased for secondary teachers (from 866 teachers in 2006 to 811 teachers in 2007). Eighty-one of the first year beginning teachers were also from overseas; the majority of this group (N=59) were teaching in secondary schools.

Table 14 provides details of the characteristics of the schools in which beginning teachers were employed in 2007. As a proportion of all teachers in each of the sectors, slightly more beginning teachers entered the primary sector (5.3%) than the secondary sector (4.2%).

Similar to the 2006 results, the large majority (73.2%) of all secondary schools in 2007 employed at least one beginning teacher. As a proportion of all teachers, beginning teachers were more likely to be teaching in lower decile schools (5.5%).

Results of the 2006 survey are shown in Appendix Table A3 to enable comparisons to be made.

In 2007, the highest proportion of beginning teachers (including beginning teachers eligible and not eligible for the Beginning Teacher Time Allowance) were employed in the Auckland South, Nelson (both at 5.8%), Auckland North (5.5%), and Invercargill (5.2%) local areas.

Similar to previous years, as a proportion of all teachers, beginning teachers were more likely to be teaching in main urban areas (4.9 % of all teachers) than in other areas. However, in 2007, there were no clear patterns of where beginning teachers were more likely to be teaching in terms of the concentrations of Māori students. As a proportion of all teachers, 5.2 percent of first year beginning teachers were teaching in schools with relatively high proportions (17.9% to < 35.2%) of Māori students (see Table 14). In 2006, beginning teachers were more likely to be teaching in schools with larger concentration of Māori students. Fewer schools with high concentrations of Māori students (38.1%) employed first year beginning teachers compared to 2006 (43.2%).

⁵ The Beginning Teacher Time Allowance is available to state school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. The teacher must be provisionally registered, appointed to a position for at least 10 weeks and for at least 0.5 FTTE, and be paid out of Teacher salaries. BTTA has also been available for second year beginning teachers at secondary schools in 2002, and 2004 for primary schools.

⁶ Completed surveys were not received from 93 primary schools and 27 secondary schools. The actual number of beginning teachers employed at the start of the current school year may therefore be higher than this number.

The final question on the survey form sent to primary schools aimed to find out if any school principals were also beginning teachers. Primary principals were asked to indicate whether they were either a Year 1 or a Year 2 beginning teacher. In 2007, no primary school principals were beginning teachers.

Table 13: First year beginning teachers in New Zealand schools on day one of the new school year (2000 – 2007)⁷

Number of (headcount)	2000	2001	2002	2003	2004	2005	2006	2007
<i>Total beginning teachers</i>								
Total	-	-	2,454	2,524	2,348	2,308	2,344	2,272
Primary	-	-	1,563	1,556	1,319	1,288	1,363	1,415
Secondary	-	-	891	968	1,029	1,020	981	857
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	2,215	2,190	2,253	2,364	2,200	2,200	2,142	2,129
Primary	1,400	1,457	1,411	1,441	1,211	1,215	1,276	1,318
Secondary	815	733	842	923	989	985	866	811
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	-	-	201	160	148	108	202	143
Primary	-	-	152	115	108	73	87	97
Secondary	-	-	49	45	40	35	115	46
<i>Beginning overseas teachers</i>								
Total	34	41	39	57	81	58	65	81
Primary	17	17	11	13	10	23	21	22
Secondary	17	24	28	44	71	35	44	59
<i>Total beginning teachers, excluding those from overseas</i>								
Total	2,181	2,149	2,415	2,467	2,267	2,250	2,279	2,191
Primary	1,383	1,440	1,552	1,543	1,309	1,265	1,342	1,393
Secondary	798	709	863	924	958	985	937	798

⁷ Prior to 2002 information was only sought on first year beginning teachers who were eligible for the Beginning Teacher Time Allowance.

Table 14: Characteristics of schools in which first-year beginning teachers were employed in 2007

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

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

Conclusion

In 2007, vacancies, as a proportion of all entitlement positions, remained at the same level as recorded in 2006 (0.9%). However, the re-advertised positions, as a proportion of all entitlement positions, increased slightly from 0.3 to 0.4 percent in 2007.

The roll growth seen over recent years continues to move from primary schools into secondary schools. It is expected that the demand for teachers in secondary schools will remain high and peak in 2007. It is therefore interesting to note that in 2007, the number of secondary school vacancies, as a proportion of all entitlement positions, has remained the same as 2006 (1.0%). The proportion of secondary schools with vacancies, however, increased from 31.4 percent in 2006, to 35.2 percent in 2007.

Since 2003, we have seen that the number of re-advertised positions in schools, an indication of 'hard-to-staff' positions, has continued to decrease. However, in 2007, the number of all entitlement positions that were re-advertised increased to 147.9 FTTE positions from 115.7 positions in 2006. This represents 0.4 percent of all entitlement positions (up from 0.3% in 2006).

In terms of covering their vacancies, both primary (57.7%) and secondary (54.4%) 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 2007. This finding is similar to previous years. In addition, primary schools increased their use of departing staff, limited authority to teach staff and other types of measures. Secondary schools increased their use of departing staff.

For the first time this year, principals in primary schools were asked to indicate if they had experienced difficulties accessing day relievers in terms 3 and 4 in 2006. Over half (56%) of principals indicated that there were days when they needed a day reliever but were unable to find one. Twenty-six percent of principals indicated this situation had occurred at their school occasionally (three to five days).

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

The Whangarei local office area recorded the highest level of vacancies, as a proportion of all entitlement positions (1.6%). Other local office areas with above the national average of 0.9 percent of vacancies to entitlement positions were Hamilton (1.1%), Napier, Auckland North, Wanganui, and Invercargill (all at 1.0%). Whangarei local office also recorded the highest re-advertised positions (0.9%), well above the national average of 0.4 percent of all entitlement positions being re-advertised.

In 2007, the subject areas most sought after in secondary schools were technology (18.0% of all FTTE vacancies), sciences (11.5%), mathematics (11.0%), English (9.3%), and physical education (6.1%).

Teacher supply is a priority for the Ministry of Education and over recent years the government has introduced a number of initiatives designed to ensure we have sufficient numbers of teachers in our classrooms. 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’⁸ overseas teachers were employed in 2006

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

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

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

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

⁸ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2005 or 2006.

Table A2: The year in which overseas teachers (teaching at schools in 2006) began teaching in New Zealand

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

Table A3: Characteristics of schools in which beginning teachers were employed in 2006

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

^a To obtain the 'Percentage of all teachers', the number of beginning teachers was expressed as a proportion of the headcount of all teachers on the payroll during pay period 1424.

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

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

TEACHER VACANCY SURVEY: Primary & Special

Current Entitlement Vacancies as at 7 February 2007

SCHOOL NAME: _____

NUMBER: _____

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

VACANCIES

1. Do you have any entitlement staffing vacancies as at 7 February 2007 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)

Yes – go to Q2 No – go to Q6

2. Please indicate the number of vacancies, calculated in FTTEs, you have as at 7 February 2007. (FTTE = Full Time Teacher Equivalent.)

Number of FTTEs sought •

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

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

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 FTTEs •

CLASSROOM RELEASE TIME (CRT)

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

Tick one option

Additional permanent staff

Reliever pool

Mix of additional staff & relievers

Other (specify)

RELIEVERS

7a. Were there days during Terms 3 and 4 last year (2006) when you needed a day reliever but no relievers were available?

Yes – go to Q7b No – go to Q8

7b. If yes, approximately how often did such a situation occur at your school during Terms 3 and 4?

Tick one option

Very rarely (1 – 2 days)

Occasionally (3 – 5 days)

Often (6 – 10 days)

Very often (more than 10 days)

OVERSEAS TEACHERS

8. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2005, 2006 or 2007?

Yes No – go to Q9

- | | Headcount (not FTTE) |
|--|----------------------|
| ▪ If yes, enter actual number of overseas teachers who taught for the first time in 2005 | <input type="text"/> |
| ▪ If yes, enter actual number of overseas teachers who taught for the first time in 2006 | <input type="text"/> |
| ▪ If yes, enter actual number of overseas teachers who taught for the first time in 2007 | <input type="text"/> |

BEGINNING TEACHERS

9a. Do you have any first year beginning teachers on your staff in 2007?

Yes No Headcount (not FTTE)

- | | |
|---|----------------------|
| ▪ If yes, enter actual number eligible for the Beginning Teacher Time Allowance. | <input type="text"/> |
| ▪ If yes, enter actual number not eligible for the Beginning Teacher Time Allowance. | <input type="text"/> |
| ▪ How many of these beginning teachers are also overseas teachers? | <input type="text"/> |

9b. Are you (the principal) also a beginning teacher?

Yes, year 1 Yes, year 2 No

When completed please freefax this form to 0800 224 229 no later than Wednesday 14 February 2007.
Thank you very much for your time.

TEACHER VACANCY SURVEY: Secondary & Composite

Current Entitlement Vacancies as at 7 February 2007

SCHOOL NAME:

NUMBER:

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

VACANCIES

1. Do you have any entitlement staffing vacancies as at 7 February 2007 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)

Yes – go to Q2 No – go to Q7

2. Please indicate the number of vacancies, calculated in FTTEs, you have as at 7 February 2007. (FTTE = Full Time Teacher Equivalent.)

Number of FTTEs sought •

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

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

4. How many of the vacancies indicated in Question 2 have been advertised nationally more than once with no appointment being made after the first time advertised?

▪ Please specify number of FTTEs which have been advertised more than once. •

5. Do you have any entitlement staffing positions where an appointment **has** been made but the appointee is unable to commence work at the beginning of Term 1?

Yes No

▪ If yes, specify number of FTTEs •

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

	Number of FTTE vacancies	
English	<input type="text"/>	<input type="text"/>
Māori (Te Reo)	<input type="text"/>	<input type="text"/>
Medium Māori/Bilingual	<input type="text"/>	<input type="text"/>
Mathematics	<input type="text"/>	<input type="text"/>
Biology	<input type="text"/>	<input type="text"/>
Chemistry	<input type="text"/>	<input type="text"/>
Physics	<input type="text"/>	<input type="text"/>
Physical Education	<input type="text"/>	<input type="text"/>
General science	<input type="text"/>	<input type="text"/>
Technology		
Soft material technology	<input type="text"/>	<input type="text"/>
Hard material technology	<input type="text"/>	<input type="text"/>
Food technology	<input type="text"/>	<input type="text"/>
ICT/Computing	<input type="text"/>	<input type="text"/>
Technology	<input type="text"/>	<input type="text"/>
Biotechnology	<input type="text"/>	<input type="text"/>
Electronics & control	<input type="text"/>	<input type="text"/>
Food & nutrition	<input type="text"/>	<input type="text"/>
Graphics & design	<input type="text"/>	<input type="text"/>
Other subjects (specify)	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>

OVERSEAS TEACHERS

7. Do you currently employ any overseas trained teachers who taught **for the first time** in New Zealand in 2005, 2006 or 2007?

Yes No – go to Q8

Headcount (not FTTE)

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

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

▪ If yes, enter actual **number** of overseas teachers who taught for the first time in 2007

BEGINNING TEACHERS

8. Do you have any **first year** beginning teachers on your staff in 2007?

Yes No

Headcount (not FTTE)

▪ If yes, enter actual number **eligible** for the *Beginning Teacher Time Allowance*.

▪ If yes, enter actual number **not eligible** for the *Beginning Teacher Time Allowance*.

▪ How many of these beginning teachers are also overseas teachers?

When completed please freefax this form to 0800 224 229 no later than Wednesday 14 February 2007.
Thank you very much for your time.

