



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Monitoring Teacher Supply

Survey of Staffing in New Zealand
Schools at the Beginning of the 2001
School Year

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EXECUTIVE SUMMARY

Teacher supply has been a priority for the Ministry of Education since 1996 when demographic and policy changes combined to shift the balance of teacher supply rapidly from a surplus to a shortfall. To monitor the staffing situation in New Zealand schools, the Research Division of the Ministry of Education has, since 1997, undertaken a Teacher Vacancy Survey of all state and state integrated schools, at the beginning of each school year.

The survey asked principals to indicate the number of vacancies and re-advertised vacancies in their schools on the first day of the school year, how these vacancies were being covered, and for information on the numbers of beginning and overseas teachers in their schools. Principals in secondary schools were also asked to indicate subject areas in which the vacancies occurred.

As in previous years, the 2001 survey achieved a high response rate of 98.8 percent overall (98.6% of primary schools and 100% of secondary schools returned completed surveys).

At the beginning of the 2001 school year, the majority of all schools (87%) had no entitlement staffing vacancies.

Results from the survey this year are beginning to show the impact of the roll growth experienced in the primary sector during the latter half of the 1990s now beginning to flow into the secondary sector. Secondary rolls are projected to increase by several thousand students this year. Despite a continuing increase this year in the number of entitlement positions within secondary schools, the increase in vacancies within this sector was slight, with secondary vacancies comprising just 1.1 percent of all entitlement positions in 2001 (up from 0.8 percent in 2000). Re-advertised vacancies, often referred to as 'hard to staff' positions, comprised just 0.4 percent of all entitlement positions in secondary schools this year. The number of secondary schools with vacancies at the beginning of the 2001 school year increased to 33 percent from 27 percent in 2000.

Vacancy levels in primary schools, while also slightly up from last year, comprised 1.0 percent of all primary entitlement positions.

The supply of teachers in New Zealand schools is dependant on a number of sources. The recruitment of newly trained (beginning) teachers and the recruitment of teachers from overseas are two such sources. The number of beginning teachers in primary schools was up slightly this year, from 1,400 in 2000 to 1,457 in 2001. There were a further 733 beginning teachers employed in secondary schools, a similar level to the number employed in 1999. While there was a slight decrease in the number of beginning secondary teachers from last year, the intake of new graduates in 2000 appears slightly higher than might normally be expected.

As a result of a drop in the number of overseas teachers arriving in New Zealand to teach this year, there were fewer overseas teachers who had been here for three years than identified in previous surveys. This year's survey identified 679 overseas teachers, who started teaching for the first time in New Zealand in 1999, 2000 or 2001. One-hundred-and-seventy-one overseas teachers began teaching here for the first time this year, a third (N=56) in primary schools and two-thirds (N=115)

in secondary schools. Compared with last year, a greater proportion of 'new' overseas teachers (those who began teaching here in the year the survey was undertaken) were now teaching in secondary schools (58 % in 2000).

Following similar trends to the results from previous Teacher Vacancy Surveys, the 2001 survey also found that:

- The highest levels of vacancies in secondary schools in 2001 were recorded in mathematics (14%) and science (14%), followed by technology subjects (12%).
- Teaching vacancies continued to be more likely in rural areas, in schools with the largest concentrations of Maori students, and in schools with lower decile ratings (deciles 1-3).
- Northland and Southland regions recorded the highest proportion of vacancies, each with 1.6 percent of their entitlement positions vacant.
- The use of trained relief staff employed for 10 weeks or less was the most common method of covering vacancies in both primary (60.2%) and secondary (59.0%) schools.

While survey results this year show that vacancy levels have increased, just one percent of all entitlement positions were vacant the beginning of the 2001 school year. The Ministry of Education will continue to monitor the teacher supply situation, particularly in the secondary sector where secondary student numbers are expected to increase over the coming years.

MONITORING TEACHER SUPPLY

Introduction

Over recent years New Zealand schools have experienced significant roll growth. The rise in student numbers has, as a consequence, increased the demand for teachers. Since 1997, the Research Division of the Ministry of Education has undertaken a Teacher Vacancy Survey of all state and state integrated schools, at the beginning of the school year, to monitor the staffing situation in New Zealand schools.

This report details the results from the latest survey conducted at the beginning of the 2001 school year. Data from the previous surveys undertaken since 1997 are also included throughout the report.

Background

Student numbers in New Zealand schools have been increasing since 1995. An increase in births during the late 1980s and early 1990s, in addition to an increase in net migration during the mid-1990s and policy changes which involved lowering student:staff ratios in primary schools and increasing the school leaving age all contributed to the increase in student numbers or to the need for additional teachers.

To date, the increased roll growth has mainly been experienced in the primary sector. However, primary rolls are expected to have peaked last year (2000). Increases in students numbers are now becoming evident in the secondary sector as primary students progress through the school system into secondary school. Predicted roll growth over the coming years will see secondary student numbers increase from 244,700 this year to an estimated 273,700 in 2006. This year, secondary rolls are projected to increase by several thousand students.

As roll growth increases so does the demand for teachers. Ministry of Education projections indicate that the demand for secondary teachers will peak in 2006/07 as the expected 'bulge' of students move into secondary schools. The demand for primary teachers, on the other hand, is projected to decline over the coming years as forecasts indicate that primary roll growth is likely to have now peaked.

To meet the increased demand for teachers, the Ministry of Education has, since 1996, introduced a number of initiatives focussing on recruitment, training and retention, and on filling 'hard to staff' positions. The TeachNZ internet site¹ also provides potential teachers with comprehensive information about teaching in New Zealand and the opportunities available here.

To encourage potential teachers to take up teacher training, the government has introduced a range of TeachNZ scholarships targeting areas in which, historically, there have been shortages of teachers. Last year a total of 405 scholarships were available for graduate and non-graduate Maori students, for students entering Maori language and Maori medium teacher training programmes, for graduate and non-graduate Pacific students, for students with tertiary qualifications in specific

¹ www.TeachNZ.govt.nz

secondary school subjects such as maths, computing, physics, and physical education, and for graduates and non-graduates living and expecting to teach in rural areas. Each scholarship is valued at \$10,000.

Advertising campaigns to encourage new graduates and school leavers to take up teaching as a career and to attract former teachers back into the profession, as well as incentives to encourage New Zealand trained teachers to move to 'hard to staff' areas have been introduced.

Retraining programmes, to update former teachers on new curriculum developments and teaching methods, have been operating since 1996. The budget for the current year makes provision for the retraining of approximately 250 former teachers.

In anticipation of the increased demand for secondary teachers in the coming years, the focus of much of the advertising and incentives introduced since 1999 has concentrated on increasing the number of secondary teachers.

Method and Response Rates

As in previous years, schools were asked to complete a brief, one-page survey outlining their staffing situation as at the first day of the school term. The survey asked principals to indicate the number of vacancies and re-advertised vacancies in their schools at the beginning of the school year and how these vacancies were being covered. Secondary schools were also asked to indicate the subject areas in which the vacancies occurred. In addition, information was sought on the numbers of beginning and overseas teachers working in schools.

This year, primary schools were asked to outline their staffing situation as at 30 January and secondary schools as at 1 February. Schools were then asked to return their forms to the Research Division of the Ministry of Education by fax.

As in previous years, the 2001 survey achieved a high response rate of 98.8 percent (98.6% of primary and 100% of secondary). Completed surveys were received from 2,185 primary and special schools and 398 secondary and composite schools.

Table 1 provides details of the numbers of responding schools for the past five years and the numbers of provisional entitlement positions, given as full-time teacher equivalents, within these schools. Despite a slight decrease in the overall number of schools responding this year (N=2,583) compared with previous years, the number of entitlement positions within these schools has increased to 38,496 this year.

Table 1: Number of responding schools and provisional entitlement positions (FTTEs²) within these schools, in 1997, 1998, 1999, 2000 and 2001

	Primary				Secondary				Total						
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Number of schools which responded ^a	2,262	2,266	2,237	2,213	2,185	373	380	381	394	398	2,635	2,646	2,618	2,607	2,583
Entitlement positions within these schools (FTTE) ^b	20,338	21,764	22,361	22,399	22,733	14,651	14,976	15,242	15,574	15,763	34,989	36,740	37,603	37,973	38,496

^a Figures for special schools are included with primary schools, and composite schools with secondary schools.

^b 'Entitlement positions' are based on provisional data for the 2001 school year. These figures are confirmed at a later date. For ease of reading throughout the report the term 'provisional entitlement positions' is replaced with 'entitlement positions'.

² Full-time teacher equivalents.

THE STAFFING SITUATION IN NEW ZEALAND SCHOOLS AT THE START OF THE 2001 SCHOOL YEAR

Teacher vacancies and re-advertised vacancies³ are two measures by which the supply of, and demand for, teachers are monitored. While many schools will, from time to time, experience a staffing vacancy, re-advertised vacancies (also referred to as ‘hard to staff’ positions) are considered more likely to provide a measure of the difficulty experienced by schools in recruiting teachers.

Entitlement Staffing Vacancies

As in previous years, an ‘entitlement staffing vacancy’ was defined as *any position which was not filled by a permanent teacher or long-term reliever whose tenure was more than 10 consecutive weeks*. Positions such as Reading Recovery and Operations Grant funded teachers were not to be included.

As in previous years, the majority of all schools (87%) indicated having no entitlement staffing vacancies at the beginning of the 2001 school year.

As can be seen in Table 2, secondary schools (33%) were more likely to have vacancies than their primary counterparts (10%). While there was an increase in the number of secondary vacancies this year, they comprised only 1.1 percent of all secondary entitlement positions (from 0.8 percent in 2000). Vacancy levels in secondary schools are similar to those experienced in 1997 (see Table 2).

Vacancies in primary schools, as a proportion of all entitlement positions, increased only slightly this year, from 0.9 percent in 2000 to 1.0 percent in 2001.

Slightly more schools reported having at least one FTTE vacancy this year (10.6%) compared with last year (9.6%), though this increase was evident at the secondary level only.

³ *Vacancies which have been advertised nationally more than once.*

Table 2: Vacancies (FTTE) as at the beginning of the 1997, 1998, 1999, 2000, and 2001 school years

	Primary				Secondary				Total						
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<i>Vacancies (FTTE)</i>															
- number	407.7	365.3	286.1	208.0	221.6	170.5	132.5	132.4	124.7	170.7	578.2	497.8	418.5	332.7	392.3
- proportion of all entitlement positions	2.0%	1.7%	1.3%	0.9%	1.0%	1.2%	0.9%	0.9%	0.8%	1.1%	1.7%	1.4%	1.1%	0.9%	1.0%
<i>Schools with vacancies</i>															
- number	329	311	245	189	215	123	97	101	106	130	452	408	346	295	345
- proportion of all schools	14.5%	13.7%	11.0%	8.5%	9.8%	32.9%	25.5%	26.5%	26.9%	32.7%	17.2%	15.4%	13.2%	11.3%	13.4%
<i>Schools with at least one FTTE vacancy</i>															
- number	278	272	206	159	157	103	84	86	90	116	381	356	292	249	273
- proportion of all schools	12.3%	12.0%	9.2%	7.2%	7.2%	27.6%	22.1%	22.6%	22.8%	29.1%	14.5%	13.5%	11.2%	9.6%	10.6%

Re-advertised Vacancies

To maintain continuity with the previous surveys, a 're-advertised position' was defined as *any position which had been advertised nationally more than once with no appointment being made after the first time advertised*. These positions are considered 'hard to staff'.

As shown in Table 3, re-advertised vacancies in 2001 represented just 0.2 percent of all entitlement positions, unchanged from 2000. This year, however, increases in the number of re-advertised positions, as well as increases in the number of schools with re-advertised positions, are evident in both primary and secondary schools, though to a lesser extent in the primary sector. Although re-advertised vacancies in the secondary sector are higher than those experienced last year, they are considerable less than the level experienced in 1997, despite the number of secondary vacancies at the beginning of the school term being at a similar level.

Showing similar trends to the results from previous two years, the number of re-advertised vacancies represented around a quarter of all teaching vacancies. This year, however, there was a slight increase in the percentage of primary vacancies which had been re-advertised (15.4 percent in 2000 to 16.5 percent in 2001) and a corresponding decrease in the proportion of secondary vacancies which had been re-advertised (37.3% in 2000 to 34.6% in 2001).

Table 3: Re-advertised teaching positions (FTE) at the beginning of the 1997, 1998, 1999, 2000, and 2001 school years

	Primary				Secondary				Total						
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<i>Re-advertised positions (FTE)</i>															
– number	109.5	63.8	60.9	32.0	36.6	80.3	47.9	37.4	46.5	59.1	189.8	111.7	98.3	78.5	95.8
– proportion of all entitlement positions	0.5%	0.3%	0.3%	0.1%	0.2%	0.5%	0.3%	0.2%	0.3%	0.4%	0.5%	0.3%	0.3%	0.2%	0.2%
<i>Schools with re-advertised positions</i>															
– number	104	58	56	28	35	66	38	33	42	59	170	96	89	70	94
– proportion of all schools	4.6%	2.6%	2.5%	1.3%	1.6%	17.7%	10.0%	8.7%	10.7%	14.8%	6.5%	3.6%	3.4%	2.7%	3.6%

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

Table 4 identifies some of the characteristics of schools (locality, percentage of Maori students on the roll, and school decile) which indicated having vacancies and re-advertised vacancies as at the beginning of the 2001 school year.

In 2001, vacancies and re-advertised vacancies were more likely to be in schools with the largest concentrations of Maori students and in schools in lower socio-economic areas (deciles 1-3) than in other schools, showing similar trends to previous years. While an increase in the number of vacancies and re-advertised vacancies was evident across the board, this increase was greatest for these schools compared to last year (2000).

As a proportion of their total staffing entitlement, teacher vacancies were also greater in rural areas than in other areas. Re-advertised vacancies, however, were greater in minor urban areas. Vacancies were concentrated in a few rural schools rather than spread uniformly across all rural schools (data show that proportionately fewer schools in rural areas reported proportionately more vacancies than was the case for schools in other areas) as was the case in previous surveys.

Table 4: Distribution of vacancies and of re-advertised positions in 2001, by school characteristics ^a

	Vacancies				Re-advertised vacancies			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
<i>Locality</i>								
Main Urban (population > 30,000)	168	13.3	212.2	0.8	43	3.4	49.7	0.2
Secondary Urban (10,000 to 30,000)	24	13.6	29.0	0.9	7	4.0	6.7	0.2
Minor Urban (1,000 to 9,999)	54	19.0	63.6	1.4	24	8.5	23.2	0.5
Rural (< 1,000)	99	11.6	87.5	2.1	20	2.3	16.2	0.4
<i>Maori Roll (quartiles) ^b</i>								
0% to 6.6%	59	9.2	56.9	0.6	9	15.3	8.3	0.1
6.7% to 15.4%	87	13.6	100.6	0.9	25	28.7	23.6	0.2
15.5% to 32.3%	86	13.4	94.8	0.9	21	24.4	22.6	0.2
32.4% to 100%	110	17.0	137.6	1.9	38	34.5	40.8	0.6
<i>Socio-economic indicator</i>								
Deciles 1–3	133	16.8	175.8	1.6	42	5.3	49.9	0.5
Deciles 4–7	148	14.2	151.9	0.9	38	3.6	34.1	0.2
Deciles 8–10	64	8.6	64.6	0.6	14	1.9	11.7	0.1

^a Note that percentages in this table are based on the total number of schools or total number of provisional entitlement positions in each category.

^b No Maori roll information was available for three schools with 2.4 FTTE vacancies and one school with 0.5 re-advertised vacancies.

The Geographic Location of Schools with Vacancies and Re-advertised Vacancies

As well as analysing the data by specific school characteristics, the geographic location of schools with vacancies and re-advertised vacancies was also of interest to determine whether particular regions in New Zealand experienced greater difficulty in employing staff than others.

To compare the data for schools in different regions and districts, vacancies were calculated as a percentage of the provisional staffing entitlement positions in each region and district. The Ministry of Education Property Districts were used for analysis.

Table 5 provides details of the vacancies and the re-advertised vacancies for 2000 and 2001.

Northland (1.6%) and Southland (1.6%) regions recorded the highest proportion of vacancies again this year, up slightly from the 2000 figures (1.3% and 1.5% respectively).

Although Northland region also recorded the greatest proportion of re-advertised positions, with 0.5 percent of all entitlement positions having been re-advertised, this represents a slight decrease from the 2000 results (0.7%).

Table 5: Regional distribution (Ministry of Education Property District) of vacancies and of re-advertised positions in 2000 and 2001

	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2000		2001		2000		2001	
	N	%	N	% ^a	N	%	N	% ^a
Northland	22.5	1.3	29.0	1.6	11.6	0.7	9.6	0.5
Auckland	75.2	0.7	108.2	1.0	18.7	0.2	29.8	0.3
Waikato	33.2	1.0	50.6	1.4	4.0	0.1	12.5	0.4
Bay of Plenty	23.0	0.8	25.7	0.8	7.0	0.2	6.5	0.2
Central West	40.8	1.2	33.4	1.0	15.0	0.4	7.4	0.2
Central East	30.9	1.2	33.3	1.3	5.0	0.2	7.1	0.3
Central South	28.6	0.7	35.3	0.9	6.0	0.1	6.6	0.2
Marlborough (inc. West Coast)	12.2	0.8	20.4	1.3	1.8	0.1	4.7	0.3
Canterbury	31.8	0.7	28.1	0.6	1.0	0.0	3.1	0.1
Otago	17.0	1.0	10.8	0.6	2.0	0.1	3.5	0.2
Southland	17.5	1.5	17.5	1.6	6.4	0.6	5.0	0.4
Total	332.7	0.9	392.3	1.0	78.5	0.2	95.8	0.2

^a *Percentage of entitlement positions (FTTE) within schools which responded.*

Further analysis was undertaken by Territorial Local Authority (cities or districts). However, results should be treated with caution as in most cases the actual number of vacancies and re-advertised vacancies was very small. In 2001, six authorities – Ruapehu, Rangitikei, South Wairarapa, Grey, Waimate, and Chatham Islands - recorded more than three percent of their entitlement positions as vacancies. The McKenzie District recorded the highest level of re-advertised vacancies with 2.8 percent of all entitlement positions being re-advertised.

Subject Vacancies in Secondary Schools

In 2001, mathematics, science and technology continue to be the subject areas most sought after by secondary schools. As shown in Table 6, of the 170.7 FTTE vacancies at the beginning of the 2001 school year, most vacancies were recorded in the areas of mathematics (14%), sciences⁴ (14%) and technology subjects (12%). The percentage of vacancies in both mathematics and science has increased from last year's survey, while the percentage of technology vacancies has decreased. The most significant increase this year is in the science area, up from 6 percent in 2000 to 14 percent this year. It is worth noting, however, that in previous years (other than 2000) science was one of the subject areas where most vacancies were experienced (10% of vacancies in 1999, 12% in 1998 and 16% in 1997).

A further question asked schools to indicate whether any of the vacancies attracted salary units for curriculum leadership⁵ and if so, in which areas. Thirty-nine percent of all entitlement vacancies in secondary schools attracted salary units for curriculum leadership, down from 43 percent in 2000. This year, vacancies attracting salary units occurred most often in technology (10.0 FTTE vacancies), management (9.0 FTTE vacancies) and science (8.0 FTTE vacancies). A number of vacancies were also recorded in mathematics (7.6 FTTE vacancies), however this number is lower than the 11.5 FTTE vacancies recorded last year.

⁴ *Includes teachers of biology, chemistry and physics.*

⁵ *Salary units include units previously known as management units (MU). These positions may be referred to as HOD positions within some schools.*

Table 6: Subject areas in which there were teacher vacancies in secondary schools in 2000 and 2001

Subject area	Number of FTTE vacancies in 2000	Percentage of total FTTE vacancies in 2000	Number of FTTE vacancies in 2001	Percentage of total FTTE vacancies in 2001
Mathematics	15.9	12.8	23.8	13.9
Sciences	7.6	6.1	23.7	13.9
Technology	17.4	14.0	20.6	12.1
Management	17.0	13.6	15.7	9.2
English	14.3	11.5	15.2	8.9
Physical education	7.2	5.8	13.7	8.0
Maori	11.0	8.8	10.0	5.9
Special needs ^a	-	-	9.2	5.4
Art ^a	-	-	8.1	4.7
Social Studies	4.1	3.3	8.0	4.7
Music	3.3	2.6	5.7	3.3
Guidance & counselling	6.1	4.9	4.1	2.4
Languages ^a	-	-	4.1	2.4
Other (not more than 3 FTTEs in any one area) ^b	14.8	11.9	7.9	4.6
Subject area not specified	6.0	4.8	0.9	0.5
Total	124.7	100.0	170.7	100.0

^a In 2000, special needs, art and languages were grouped in the 'Other' category.

^b In 2000, subjects in the 'Other' category included art, religious studies, languages and drama. In 2001, subjects in this category included commerce, drama, literacy, and generalist teachers.

MEASURES TAKEN BY SCHOOLS TO COVER VACANT POSITIONS

Tables 7 and 8 provide details of the measures taken by primary and secondary schools at the beginning of the 2001 school year to cover their respective 221.6 and 170.7 FTTE vacancies. Data from the 1999 and 2000 surveys are also included in the tables.

As found in previous surveys, the use of trained relief staff who are employed for 10 school weeks or less was the most common measure used to cover vacancies in both primary (60.2% of all vacancies) and secondary (59.0% of all vacancies) schools. Other methods used frequently by both primary and secondary schools included the use of departing staff (9.3% and 10.2% respectively) and the use of management teachers (8.3% and 11.8% respectively). A slight decrease in the use of departing staff as a method for covering vacancies is evident in both sectors this year compared to last year.

Table 7: Measures taken in primary schools to cover vacancies in 1999, 2000, and 2001

	1999		2000		2001	
	Number of FTTE vacancies covered	Percent of all vacancies	Number of FTTE vacancies covered	Percent of all vacancies	Number of FTTE vacancies covered	Percent of all vacancies
Management teachers (DP/AP)	17.7	6.2	15.8	7.6	18.3	8.3
Departing staff	20.6	7.2	23.3	11.2	20.6	9.3
Trained relief staff (employed for 10 school weeks or less)	190.3	66.5	127.6	61.3	133.4	60.2
Limited authority to teach	9.9	3.5	4.6	2.2	3.1	1.4
Class reorganisation	7.0	2.4	9.0	4.3	6.0	2.7
Other measures ^a	29.5	10.3	24.9	12.0	25.7	11.6
Not specified	11.1	3.9	2.8	1.3	14.5	6.5
Total FTTE vacancies	286.1	100.0	208.0	100.0	221.6	100.0

^a 'Other measures' include principal release time not being taken. Also included in this category are some explanations of why positions have remained vacant such as new positions within a school which have not yet been advertised.

Table 8: Measures taken in secondary schools to cover vacancies in 1999, 2000, and 2001

	1999		2000		2001	
	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)	7.6	5.7	12.8	10.3	20.2	11.8
Departing staff	26.4	19.9	17.4	14.0	17.4	10.2
Trained relief staff (employed for 10 school weeks or less)	70.6	53.3	73.2	58.7	100.7	59.0
Limited authority to teach	9.2	7.0	8.3	6.7	7.4	4.3
Class reorganisation	5.3	4.0	8.2	6.6	9.6	5.6
Other measures ^a	3.5	2.6	2.8	2.2	13.2	7.7
Not specified	9.8	7.4	2.0	1.6	2.2	1.3
Total FTTE vacancies	132.4	100.0	124.7	100.0	170.7	100.0

^a 'Other measures' mentioned include the use of correspondence programmes, putting programmes on hold, and increasing the hours of part-time staff.

SOURCES OF TEACHER SUPPLY IN 2001

The supply of teachers for New Zealand schools is dependent on a number of sources. The recruitment of newly trained (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 high, overseas teachers have been actively encouraged to apply for positions in New Zealand. The Teacher Vacancy Survey asked questions about these two sources of teacher supply - the recruitment of overseas teachers and of newly trained (beginning) teachers.

Overseas Teachers

The survey form asked principals whether their schools employed any overseas teachers, and, if so, to indicate the actual number of teachers and the year in which they began teaching in New Zealand. An 'overseas teacher' was defined as *a teacher who had come to teach for the first time in New Zealand in either 1999, 2000 or 2001.*

As can be seen in Table 9, 679 overseas teachers, who started teaching for the first time in New Zealand in 1999, 2000, or 2001, were teaching here at the beginning of the 2001 school year. This number is considerably less than the 1,019 overseas teachers who were identified in last year's Teacher Vacancy Survey. Around three-quarters of overseas teachers identified this year began teaching here either in 1999 or 2000.

A greater proportion of 'new' overseas teachers (those who began teaching for the first time in New Zealand in 2001) were teaching in secondary schools in 2001 compared with those who were 'new' in 2000. Of the 171 overseas teachers who began teaching here this year, two-thirds (67%) were teaching in secondary schools and a third (33%) were in primary schools, compared with 58 percent in secondary and 42 percent in primary schools last year. This result is consistent with the increase in the number of advertised and re-advertised vacancies in the secondary sector relative to the primary sector evident in this year's survey and reported on earlier.

Table 9: The year in which overseas teachers (teaching in schools in 2001) started teaching in New Zealand

	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who started in 1999	138	121	259
Overseas teachers who started in 2000	108	124	232
Overseas teachers who started in (at the beginning of) 2001	56	115	171
Overseas teachers who started between 1999 and 2001 but for whom the starting date was not known	11	6	17
Total	313	366	679

Four-hundred-and-three overseas teachers who began teaching in either 2000 or 2001 were employed at the beginning of the 2001 school year. These overseas teachers are considered 'relatively new' to teaching in New Zealand. Table 10 provides details of the characteristics (locality, Maori roll, and school deciles) of the schools where these 'relatively new' overseas teachers were teaching at the beginning of the 2001 school year. Equivalent data from the 2000 survey are detailed in Appendix Table A1 enabling comparisons to be made.

With regard to the overall teaching force, 'relatively new' overseas teachers (N=403) represented just 0.8 percent of all primary and secondary teachers, continuing the downward trend from 1.5 percent in 2000, 2.2 percent in 1999, and 3.2 percent in 1998.

The percentage of schools employing 'relatively new' overseas teachers also continued to decrease this year from 13.0 percent in 2000 to 10.2 percent in 2001. Thirty-five percent of all secondary schools, however, employed at least one 'relatively new' overseas teachers, unchanged from 2000.

The decrease in the number of 'relatively new' overseas teachers in 2001 is predominately seen in the primary sector, although there is also a decrease in the number at the secondary level. As shown in Table 10, the number of 'relatively new' overseas teachers within each of the categories (i.e. locality, Maori roll and school deciles) have also continued to decrease since the previous year. Again, however, overseas teachers were, as a proportion of all teachers, more likely to be employed in schools with a higher proportion of Maori students and in deciles 1-3 schools. They were also least likely to be employed in rural areas.

Similar regional trends were evident in 2001 when compared with previous years. Half of overseas teachers (N=201) who began teaching in New Zealand in 2000 or 2001 were teaching in the Auckland region. As a proportion of the teaching force, these teachers accounted for 1.3 percent of teachers in the Auckland region. The Central South region (N=49) had the next highest proportion of 'relatively new' overseas teachers (1.0%). 'Relatively new' overseas teachers were least likely to be employed in the Otago region.

Table 10: Characteristics of schools in which overseas teachers (who began teaching in New Zealand in 2000 or 2001) were employed in 2001

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	264	10.2	403	0.8
Primary	124	5.7	164	0.5
Secondary	140	35.2	239	1.2
<i>Locality</i>				
Main Urban (population > 30,000)	181	14.3	289	0.8
Secondary Urban (10,000 to 30,000)	22	12.4	33	0.8
Minor Urban (1,000 to 9,999)	36	12.7	55	0.9
Rural (< 1,000)	25	2.9	26	0.4
<i>Maori roll (quartiles)</i>				
Up to 6.6%	62	9.7	85	0.6
6.7% to 15.4%	69	10.8	105	0.7
15.5% to 32.3%	77	12.0	115	0.8
32.4% to 100%	56	8.6	98	1.0
<i>Socio-economic indicator</i>				
Deciles 1–3	100	12.6	161	1.1
Deciles 4–7	92	8.8	146	0.7
Deciles 8–10	72	9.7	96	0.6

^a *‘All teachers’ data are based on a headcount of all teachers on the payroll during pay period 523. This pay period covers the dates on which the survey was undertaken.*

Beginning Teachers

In addition to the questions regarding overseas teachers, the survey also asked principals to indicate the number of beginning teachers⁶ in their school.

As Table 11 shows, there were 2,190 beginning teachers in primary and secondary schools at the start of the 2001 school year, a slight decrease from 2,215 in 2000. While an increase in the numbers of beginning teachers employed in primary schools was evident this year (from 1,400 in 2000 to 1,457⁷ in 2001), there was a decrease in the number of secondary beginning teachers this year (down from 815 in 2000 to 733 in 2001). The number of beginning secondary teachers this year is similar to the number employed at the start of the 1999 school year (N=740).

There was a small increase in the number and the proportion of secondary overseas teachers who were also beginning teachers this year, from 17 secondary teachers in 2000 to 24 in 2001. Beginning overseas teachers in primary schools, however, remained at the same level as last year (N=17). Almost all overseas teachers in New Zealand at the beginning of the 2001 school year had had prior teaching experience.

A final question in the survey asked primary principals to indicate whether they were either a Year 1 or Year 2 beginning teacher. This year, three principals in small, rural schools indicated that they were Year 2 beginning teachers, down from eight principals who were also beginning teachers last year.

⁶ *Beginning teachers are those for whom the Beginning Teacher Time Allowance has or will be claimed.*

⁷ *Completed surveys were not received from 31 primary schools. The number of beginning teachers in primary schools, therefore, may be slightly higher than this number.*

Table 11: Beginning teachers in New Zealand schools at the beginning of the 1997, 1998, 1999, 2000 and 2001 school years

Number of (headcount)	1997	1998	1999	2000	2001
<i>Beginning teachers</i>					
Total	2,174	2,102	2,055	2,215	2,190
Primary	1,553	1,450	1,315	1,400	1,457
Secondary	621	652	740	815	733
<i>Beginning overseas teachers</i>					
Total	340	192	69	34	41
Primary	280	154	36	17	17
Secondary	60	38	33	17	24
<i>Beginning teachers excluding overseas</i>					
Total	1,834	1,910	1,986	2,181	2,149
Primary	1,273	1,296	1,279	1,383	1,440
Secondary	561	614	707	798	709

Table 12 provides details of the characteristics of the schools at which beginning teachers were teaching at the start of the 2001 school year. As in previous years, more beginning teachers entered the primary sector than the secondary sector, when considered as a proportion of all teachers in each of the sectors.

As found in previous years, beginning teachers (as a proportion of all teachers) were more likely to be teaching in lower decile schools (deciles 1-3) and in schools with larger concentrations of Maori students.

Central South region had the greatest proportion of all beginning teachers, with 5.1 percent of all teachers in that region being beginning teachers. Auckland (4.6%) and Central West (4.6%) regions were the next highest employer of beginning teachers.

Table 12: Characteristics of schools in which beginning teachers were employed in 2001

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,176	45.5	2,190	4.2
Primary	885	40.5	1,457	4.6
Secondary	291	73.1	733	3.7
<i>Locality ^b</i>				
Main Urban (population > 30,000)	732	57.8	1,496	4.3
Secondary Urban (10,000 to 30,000)	101	57.1	176	4.2
Minor Urban (1,000 to 9,999)	151	53.2	270	4.4
Rural (< 1,000)	191	22.4	246	4.0
<i>Maori roll (quartiles) ^c</i>				
Up to 6.6%	272	42.4	468	3.5
6.7% to 15.4%	303	47.3	588	3.9
15.5% to 32.3%	327	50.9	648	4.7
32.4% to 100%	269	41.5	473	5.0
<i>Socio-economic indicator</i>				
Deciles 1–3	389	49.0	751	5.3
Deciles 4–7	470	45.0	894	4.1
Deciles 8–10	317	42.7	545	3.4

^a *'All teachers' data are based on a headcount of all teachers on the payroll during pay period 523. This pay period covers the dates on which the survey was undertaken.*

^b *No urban / rural information was available for one school who indicated employing two beginning teachers.*

^c *No Maori information was available for five schools who indicating employing thirteen beginning teachers.*

CONCLUSION

The Research Division of the Ministry of Education has undertaken a Teacher Vacancy Survey of all state and state integrated schools at the beginning of the school year to monitor the nationwide staffing situation. This report details the results from the 2001 survey which achieved a high response rate of 98.8 percent.

As in previous years, the majority of all schools (87%) had no staffing vacancies at the beginning of the 2001 school year.

Increased roll growth which, to date, has mainly been experienced in the primary sector is now beginning to flow through into secondary schools. This year, Ministry projections indicate that secondary rolls will increase by several thousand, thus increasing the demand for teachers. Despite this projected growth, as well as an increase in entitlement positions in secondary schools, vacancies in secondary schools, although up from last year, remained relatively low this year at just 1.1 percent of all secondary entitlement positions. Vacancy levels in primary schools comprised just 1.0 percent of all primary entitlement positions.

Re-advertised positions, often referred to as 'hard to staff' positions, remained relatively unchanged from last year. In terms of covering their vacancies, both primary (60.2%) and secondary (59.0%) schools were most likely to use trained relief staff for 10 weeks or less, as was the case in previous years.

Teaching vacancies, again, tended to be more likely in rural areas, in schools with the largest concentrations of Maori students, and in schools with lower decile ratings (deciles 1-3). Northland and Southland regions recorded the highest levels of vacancies, each with 1.6 percent of their entitlement positions vacant.

This year, the highest levels of vacancies in secondary schools were recorded in mathematics (14%) and science (14%), followed by technology subjects (12%). Since 1997, these subject areas have regularly recorded high levels of vacancies.

While survey results this year indicate that vacancies have increased from last year, just 1.0 percent of all entitlement positions were vacant at the beginning of the 2001 school year. The Ministry of Education will continue to monitor the teacher supply situation, particularly in the secondary sector, where significant roll growth is forecast over the coming years.

APPENDIX

Table A1: Characteristics of schools in which overseas teachers (who began teaching in New Zealand in 1999 or 2000) were employed in 2000

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	338	13.0	546	1.5
Primary	200	9.0	288	1.3
Secondary	138	35.0	258	1.8
<i>Locality</i>				
Main Urban (population > 30,000)	225	17.7	387	1.6
Secondary Urban (10,000 to 30,000)	27	15.0	39	1.3
Minor Urban (1,000 to 9,999)	53	18.5	78	1.7
Rural (< 1,000)	33	3.8	42	1.0
<i>Maori roll (quartiles)</i>				
Up to 6.6%	79	12.1	132	1.4
6.7% to 15.5%	80	12.3	130	1.2
15.6% to 33.2%	99	15.2	161	1.6
33.3% to 100%	80	12.3	123	1.8
<i>Socio-economic indicator ^b</i>				
Deciles 1–3	123	15.6	199	1.9
Deciles 4–7	130	12.5	209	1.4
Deciles 8–10	84	11.0	137	1.2

^a As in the previous year, 'all teachers' data are based on a headcount of all teachers on the payroll during pay period 22. This pay period covers the dates on which the survey was undertaken. It should be noted that the headcount in this pay period, however, will be slightly lower than subsequent pay periods as some staff (e.g. long and short term relievers) would not have been included on the payroll at that time.

^b No decile information was available for one school with one overseas teacher.

Table A2: Characteristics of schools in which beginning teachers were employed in 2000

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,155	44.3	2,215	6.1
Primary	861	38.9	1,400	6.3
Secondary	294	74.6	815	5.7
<i>Locality</i>				
Main Urban (population > 30,000)	722	56.8	1,508	6.1
Secondary Urban (10,000 to 30,000)	105	58.3	193	6.4
Minor Urban (1,000 to 9,999)	152	53.1	284	6.2
Rural (< 1,000)	176	20.3	230	5.6
<i>Maori roll (quartiles) ^b</i>				
Up to 6.6%	233	35.7	447	4.9
6.7% to 15.7%	313	48.2	621	5.9
15.8% to 33.2%	310	47.6	639	6.4
33.3% to 100%	298	45.8	505	7.4
<i>Socio-economic indicator ^c</i>				
Deciles 1–3	384	48.9	699	6.8
Deciles 4–7	462	44.3	927	6.1
Deciles 8–10	307	40.1	585	5.3

^a As in the previous year, 'all teachers' data are based on a headcount of all teachers on the payroll during pay period 22. This pay period covers the dates on which the survey was undertaken. It should be noted that the headcount in this pay period, however, will be slightly lower than subsequent pay periods as some staff (e.g. long and short term relievers) would not have been included on the payroll at that time.

^b No Maori roll information was available for one school which indicated employing three beginning teachers.

^c No decile information was available for two schools with four beginning teachers.