



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Monitoring Teacher Supply

Survey of Staffing in New Zealand
Schools at the Beginning of the 2002
School Year

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EXECUTIVE SUMMARY

Since 1997, the Research Division of the Ministry of Education has undertaken a *Teacher Vacancy Survey* of all state and state integrated schools at the beginning of each school year to monitor the staffing situation in New Zealand schools. The following report details the results from the latest survey undertaken at the beginning of 2002.

The format of the survey has remained virtually unchanged since 1997 and asks principals to indicate the number of teacher vacancies and re-advertised teacher vacancies in their schools on the first day of the school year, how these vacancies are being covered, and for information on the numbers of beginning and overseas teachers in their schools. Principals in secondary schools are also asked to indicate the subject areas in which the vacancies in their schools occur.

The 2002 survey achieved an excellent response rate of 99.4 percent (99.5% of primary and 99.2% of secondary schools). Just 12 primary schools and three secondary schools chose not to respond.

The number of schools with vacancies, as well as the actual number of vacancies within schools, increased this year for both primary and secondary schools. However, the increases were more evident in secondary schools than in primary schools.

Eleven percent of primary schools had vacancies at the beginning of the 2002 school year compared with 38 percent of secondary schools (15% of schools overall). As a proportion of all entitlement positions, vacancies in primary schools increased from 1.0 percent in 2001 to 1.2 percent in 2002, with secondary vacancies increasing from 1.1 percent to 1.5 percent this year.

While the proportion of all schools with re-advertised vacancies increased across both sectors, re-advertised positions, as a proportion of all entitlement positions, increased at the secondary level only (up from 0.4 percent in 2001 to 0.7 percent in 2002). Re-advertised vacancies in the primary sector remained at the same level as last year (0.2%).

Further results from the *Teacher Vacancy Survey* this year found that:

- The highest levels of vacancies in secondary schools in 2002 were recorded in science subjects (13%) and in English (13%), followed closely by vacancies in management positions (12%), in technology subjects (12%) and in mathematics (12%).
- Teacher vacancies continued to be more likely in rural and minor-urban areas than in other areas, in schools with the largest concentrations of Māori students, and in schools with lower decile ratings (deciles 1-3).
- The highest proportion of vacancies were recorded in the Whangarei, (2.0% of their entitlement positions vacant), Invercargill (1.7%) and Manukau regions (1.7%), with the Whangarei region also recording the highest proportion of re-advertised vacancies (0.8%).
- As found in previous years, the use of trained relief staff employed for 10 weeks or less was the most common method of covering vacancies in both primary (60.3%) and secondary (57.7%) schools. This year, there was a slight increase in primary schools using departing staff, class reorganisation and teachers with limited authority to teach to cover their vacancies compared with data from the previous year (2001). For secondary schools, departing staff (17%) were used as a measure to cover vacancies to a greater extent this year than last year (10% in 2001).
- The number of first year beginning teachers continued to increase this year, with 2,454 first year beginning teachers being employed in New Zealand schools at the start of the 2002 school year (1,563 in primary schools and 891 in secondary schools).
- There were 814 overseas teachers (who had taught for the first time in New Zealand in either 2000, 2001, or 2002) teaching here at the beginning of 2002, compared with 679 overseas

teachers identified at the same time last year (2001). Almost two-thirds (62%) of overseas teachers were teaching in secondary schools.

Although vacancy levels in both primary and secondary schools increased from the previous year, the majority of all schools (85%) had no entitlement staffing vacancies at the beginning of the 2002 school year. However, it is evident from the data that some schools, and in particular some secondary schools, experienced greater difficulties in staffing their schools in 2002 than in previous years as roll growth occurs in the secondary sector. With secondary school rolls expected to peak in 2006 the demand for secondary teachers will continue to remain high over the coming years. Monitoring the staffing situation in New Zealand schools will, therefore, remain a priority for the Ministry of Education.

MONITORING TEACHER SUPPLY

Introduction

New Zealand schools have experienced significant roll growth over the past few years. An increase in births during the late 1980s and early 1990s, as well as an increase in net migration during the mid-1990s contributed to an increase in student numbers in primary schools from 1995 onwards. Policy changes around the same time which lowered the teacher:student ratio further increased the demand for teachers within this sector. Increased migration to New Zealand has resulted in primary rolls expecting to peak in 2002 rather than in 2000 as initially expected.

Secondary rolls, on the other hand, will continue to increase over the coming years and are expected to peak in 2006. Teacher entitlement changes as a result of Stage One of the *School Staffing Improvement Plan*¹ and the flow of primary students into secondary schools will increase the demand for secondary teachers over the next five to six years.

Since 1996, the Ministry of Education has introduced a number of initiatives focussing on recruitment, training and retention, and on filling 'hard to staff' positions to meet the increased demand for teachers. However, as the demand for primary teachers decreases and the demand for secondary teachers increases, initiatives are now mainly concerned with increasing the supply of teachers within the secondary sector.

In June 2001, the Minister of Education, Trevor Mallard, announced a \$5 million package to encourage people to take up teaching, particularly within the secondary sector. As part of this package, a greater number of TeachNZ scholarships (worth \$10,000 each) are now available for Māori and Pacific people wanting to become teachers and for people wanting to teach in rural areas of less than 10,000 people.

An unlimited number of TeachNZ secondary subject trainee allowances (of up to \$10,000) are also available for people wanting to become secondary teachers in specific subject areas which have been traditionally hard to staff. The subjects currently being targeted are mathematics, physics, computing, physical education and te reo Māori. These subjects will be reviewed annually. In addition, funding is available to help secondary trainees gain practical experience in isolated schools.

Encouraging New Zealand trained teachers to return home to teach is another way to increase our supply of teachers. The International Relocation Grant has been increased to \$5,000 for New Zealand trained teachers returning to New Zealand who are appointed to a full-time entitlement position of 20 weeks or more.

The recruitment of overseas trained teachers is likely to remain a further option used to meet the increasing demand for secondary teachers over the coming years. To assist overseas trained teachers to come here, teachers recruited from outside New Zealand to a full-time entitlement position of 20 weeks or more may be eligible for an International Relocation Grant of \$3,000.

To further assist potential teachers, the TeachNZ internet site² provides detailed information about teaching in New Zealand and the opportunities available here.

¹ The School Staffing Review Group was established to advise the Government on the overall staffing levels for the school sector. As a result, the School Staffing Improvement Plan (SSIP) proposed a ten step approach to improving school staffing. Step One of the plan which was introduced in August 2001 incorporated changes to teacher entitlement.

² www.TeachNZ.govt.nz

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, for 2002 this being as at 30 January for primary schools and as at 28 January for secondary schools. The survey asked principals to indicate the number of vacancies and re-advertised vacancies in their schools 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. Schools were then asked to return their forms to the Research Division of the Ministry of Education by fax.

The 2002 survey achieved an excellent response rate of 99.4 percent (99.5% of primary and 99.2% of secondary). Completed surveys were received from 2,183 primary and special schools and 394 secondary and composite schools. Just 12 primary schools and three secondary schools chose not to respond.

Table 1 provides details of the numbers of responding schools for the past six years and the numbers of provisional entitlement positions, given as full-time teacher equivalents, for those schools who responded. As can be seen, the provisional entitlement positions, which include additional school staffing provisions, vary from year to year. Policy changes, the formation of new schools, school mergers, closures and re-designations, as well as the number of schools responding to the survey impact on the entitlement figures detailed in Table 1. Adding to this variability from year to year for secondary and area schools, is the Guaranteed Minimum Funding Formula provisional staffing round (GMFS) whereby some schools may be supported in excess of their entitlement for a particular year. Please note, however, that throughout the report when survey results for this year (and previous years) are considered as a proportion of all provisional entitlement positions, small variations in the provisional entitlement data have little impact on the overall results and trends.

Points to Note

Data for special schools are included with primary schools and data for composite schools are included with secondary schools.

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 above their current entitlement but it was beyond the scope of the survey in its present format to collect information on these vacancies.

Table 1: Number of responding schools and provisional entitlement positions (FTTEs³) within these schools, in 1997, 1998, 1999, 2000, 2001 and 2002

	Primary						Secondary						Total					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
Number of schools which responded ^a	2,262	2,266	2,237	2,213	2,185	2,183	373	380	381	394	398	394	2,635	2,646	2,618	2,607	2,583	2,577
Entitlement positions within these schools (FTTE) ^b	20,338	21,764	22,361	22,399	22,733	22,846	14,651	14,976	15,242	15,574	15,763	15,499	34,989	36,740	37,603	37,973	38,496	38,345

^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 2002 school year for those schools who responded. These figures are confirmed after the March 1 Statistical Return data are compiled based on the confirmed March 1 school rolls. For ease of reading throughout the report the term 'provisional entitlement positions' is replaced with 'entitlement positions'. Entitlement positions vary from year to year.

³ Full-time teacher equivalents.

THE STAFFING SITUATION IN NEW ZEALAND SCHOOLS AT THE START OF THE 2002 SCHOOL YEAR

Teacher vacancies and re-advertised vacancies⁴ 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 (85%) indicated they had no entitlement staffing vacancies at the beginning of 2002.

The number of secondary vacancies continued to increase this year from 170.7 FTTE vacancies in 2001 to 237.9 FTTE⁵ vacancies in 2002. These vacancies comprised 1.5 percent of all secondary entitlement positions, up from 1.1 percent in 2001.

While the number of vacancies in primary schools also increased from 221.6 FTTE vacancies last year to 272.1 FTTE vacancies this year, as a proportion of all primary entitlement positions, primary vacancies did not increase to the extent secondary vacancies had increased. Primary vacancies comprised 1.2 percent in 2002 (up from 1.0 percent in 2001).

Slightly more schools reported having at least one FTTE vacancy this year (12.7%) compared with last year (10.6%), though once again, increases were greater for secondary schools (up from 29.1% in 2001 to 34.3% in 2002) than for primary schools (7.2% in 2001 and 8.7% in 2002). Table 2 has details.

⁴ *Vacancies which have been advertised nationally more than once.*

⁵ *Full time teacher equivalent*

Table 2: Vacancies (FTTE) as at the beginning of the 1997, 1998, 1999, 2000, 2001 and 2002 school years

	Primary						Secondary						Total					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
<i>Vacancies (FTTE)</i>																		
- number	407.7	365.3	286.1	208.0	221.6	272.1	170.5	132.5	132.4	124.7	170.7	237.9	578.2	497.8	418.5	332.7	392.3	510.1
- proportion of all entitlement positions	2.0%	1.7%	1.3%	0.9%	1.0%	1.2%	1.2%	0.9%	0.9%	0.8%	1.1%	1.5%	1.7%	1.4%	1.1%	0.9%	1.0%	1.3%
<i>Schools with vacancies</i>																		
- number	329	311	245	189	215	245	123	97	101	106	130	148	452	408	346	295	345	393
- proportion of all schools	14.5%	13.7%	11.0%	8.5%	9.8%	11.2%	32.9%	25.5%	26.5%	26.9%	32.7%	37.6%	17.2%	15.4%	13.2%	11.3%	13.4%	15.3%
<i>Schools with at least one FTTE vacancy</i>																		
- number	278	272	206	159	157	191	103	84	86	90	116	135	381	356	292	249	273	326
- proportion of all schools	12.3%	12.0%	9.2%	7.2%	7.2%	8.7%	27.6%	22.1%	22.6%	22.8%	29.1%	34.3%	14.5%	13.5%	11.2%	9.6%	10.6%	12.7%

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 represented 0.4 percent of all entitlement positions. While this figure is up from 2001 data (0.2%) it is not as high as the level of re-advertised vacancies experienced in 1997 (0.5%). As a proportion of all entitlement positions, re-advertised positions increased in secondary schools (from 0.4% in 2001 to 0.7% in 2002) whereas they remained at the same level as last year (0.2%) in primary schools. This year also shows an increase in the number of schools with re-advertised positions (3.6% in 2001 to 5.3% in 2002), with higher levels experienced in secondary schools.

Continuing the upward trend evident over the previous three years, the number of re-advertised vacancies represented a third (30.7%) of all teaching vacancies. This year there was an increase in the proportion of vacancies which had been re-advertised across both sectors. The proportion of primary vacancies which had been re-advertised increased from 16.5% in 2001 to 20.1% in 2002 while secondary vacancies increased from 34.6% in 2001 to 42.8% in 2002.

Table 3: Re-advertised teaching positions (FTE) at the beginning of the 1997, 1998, 1999, 2000, 2001 and 2002 school years

	Primary						Secondary						Total					
	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002	1997	1998	1999	2000	2001	2002
<i>Re-advertised positions (FTE)</i>																		
– number	109.5	63.8	60.9	32.0	36.6	54.7	80.3	47.9	37.4	46.5	59.1	101.9	189.8	111.7	98.3	78.5	95.8	156.6
– proportion of all entitlement positions	0.5%	0.3%	0.3%	0.1%	0.2%	0.2%	0.5%	0.3%	0.2%	0.3%	0.4%	0.7%	0.5%	0.3%	0.3%	0.2%	0.2%	0.4%
<i>Schools with re-advertised positions</i>																		
– number	104	58	56	28	35	57	66	38	33	42	59	79	170	96	89	70	94	136
– proportion of all schools	4.6%	2.6%	2.5%	1.3%	1.6%	2.6%	17.7%	10.0%	8.7%	10.7%	14.8%	20.1%	6.5%	3.6%	3.4%	2.7%	3.6%	5.3%

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

Table 4 identifies some of the characteristics of schools (locality, percentage of Māori students on the roll, and school decile) which indicated having vacancies and re-advertised vacancies as at the beginning of the 2002 school year.

In 2002, vacancies and re-advertised vacancies were more likely to be in schools with the largest concentrations of Māori students and in schools in lower socio-economic areas (deciles 1-3) than in other schools, showing similar trends to previous years.

As a proportion of their total staffing entitlement, teacher vacancies were also greater in rural (1.9%) and minor urban areas (1.8%) than in other areas. Similarly, re-advertised vacancies were greater in rural (0.6%) and minor urban areas (0.6%).

Table 4: Distribution of vacancies and of re-advertised positions in 2002, 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)	209	16.4	315.1	1.2	69	5.4	88.9	0.3
Secondary Urban (10,000 to 30,000)	31	17.4	34.2	1.1	14	7.9	13.0	0.4
Minor Urban (1,000 to 9,999)	58	20.6	81.0	1.8	25	8.9	28.9	0.6
Rural (< 1,000)	95	11.3	79.7	1.9	28	3.3	25.8	0.6
<i>Māori Roll (quartiles)</i>								
0% to 7.0%	86	14.4	100.1	1.1	26	4.3	27.5	0.3
7.1% to 16.1%	98	14.8	129.3	1.1	33	5.0	35.9	0.3
16.2% to 33.2%	102	15.6	138.8	1.3	40	6.1	43.6	0.4
33.3% to 100%	105	16.2	139.8	1.9	37	5.7	49.6	0.7
<i>Socio-economic indicator</i>								
Deciles 1–3	131	16.6	193.7	1.8	45	5.7	63.6	0.6
Deciles 4–7	170	16.3	209.7	1.3	63	6.0	64.7	0.4
Deciles 8–10	92	12.4	106.7	0.9	28	3.8	28.3	0.2

^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 Māori roll data was available for two schools who indicated having 1.2 FTTE vacancies at the beginning of the school year. Schools with missing Māori data in 2002 included newly opened schools, hospital and health camp schools.

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 local offices⁶ were used for analysis. Table 5 provides details of the vacancies and the re-advertised vacancies for 2001 and 2002.

Whangarei (2.0%), Invercargill (1.7%) and Manukau (1.7%) regions recorded the highest proportion of vacancies this year, the former two being up slightly from the 2001 figures.

The Whangarei region also recorded the greatest proportion of re-advertised positions, with 0.8 percent of all entitlement positions having been re-advertised. This represents an increase from the 2001 results (0.5%) but is only slightly higher than re-advertised vacancies experienced in that region in 2000 (0.7%).

Table 5: Regional distribution (Ministry of Education Office) of vacancies and of re-advertised positions in 2001 and 2002

	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2001		2002		2001		2002	
	N	%	N	% ^a	N	%	N	% ^a
Whangarei (Northland)	29.0	1.6	34.5	2.0	9.6	0.5	12.9	0.8
Auckland	108.2	1.0	99.2	1.3	29.8	0.3	30.8	0.4
Manukau (previously included in Auckland district)	b	b	68.8	1.7	b	b	21.2	0.5
Hamilton (Waikato)	50.6	1.4	34.4	1.0	12.5	0.4	8.4	0.2
Rotorua (Bay of Plenty)	25.7	0.8	44.2	1.5	6.5	0.2	18.0	0.6
Wanganui (Central West)	33.4	1.0	48.8	1.5	7.4	0.2	17.4	0.5
Napier (Central East)	33.3	1.3	29.2	1.3	7.1	0.3	12.5	0.5
Wellington (Central South)	35.3	0.9	58.2	1.4	6.6	0.2	14.0	0.3
Nelson (Marlborough)	20.4	1.3	19.8	1.2	4.7	0.3	4.3	0.3
Christchurch (Canterbury)	28.1	0.6	38.9	0.9	3.1	0.1	4.6	0.1
Dunedin (Otago)	10.8	0.6	16.1	0.9	3.5	0.2	5.0	0.3
Invercargill (Southland)	17.5	1.6	18.0	1.7	5.0	0.4	7.5	0.7
Total	392.3	1.0	510.1	1.3	95.8	0.2	156.6	0.4

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

^b See footnote 6

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 2002, eight authorities – Gore, Tararua, Opotiki, Kaipara, Wairoa, Central Hawkes Bay, Ruapehu, and Clutha – recorded more than three percent of their entitlement positions as vacancies. The Opotiki District recorded the highest level of re-advertised vacancies with 2.5 percent of all entitlement positions being re-advertised.

Subject Vacancies in Secondary Schools

While science, mathematics and technology continued to be subject areas highly sought after by secondary schools in 2002, English and management also emerged as areas of need. As shown in Table 6, of the 237.9 FTTE vacancies at the beginning of the 2002 school year, most vacancies

⁶ In 2001 the Ministry of Education renamed and redefined Ministry of Education Local Offices (previously referred to as Property Districts) following a review of the regional offices. Auckland was split into two offices – Auckland and Manukau.

were recorded in the sciences⁷ (13.0%), English (13.0%), management (12.3%), technology subjects (12.1%) and mathematics (11.8%). The largest increase this year was in English, up from 9 percent in 2001 to 13 percent this year.

A further question asked schools to indicate whether any of the vacancies attracted salary units for curriculum leadership⁸, and if so, in which areas. Thirty-nine percent of all entitlement vacancies attracted salary units for curriculum leadership, the same proportion as last year (2001). In 2002, vacancies attracting salary units occurred most often in the sciences (17.0 FTTE vacancies), mathematics (11.0 FTTE vacancies), English (10.0 FTTE vacancies), and physical education and health (9.0 FTTE vacancies).

Table 6: Subject areas in which there were teacher vacancies in secondary schools in 2001 and 2002

Subject area	Number of FTTE vacancies in 2001	Percentage of total FTTE vacancies in 2001	Number of FTTE vacancies in 2002	Percentage of total FTTE vacancies in 2002
Sciences	23.7	13.9	31.0	13.0
English	15.2	8.9	30.9	13.0
Management	15.7	9.2	29.3	12.3
Technology	20.6	12.1	28.7	12.1
Mathematics	23.8	13.9	28.0	11.8
Social Sciences (includes social studies)	8.0	4.7	17.8	7.5
Physical education	13.7	8.0	11.9	5.0
Art	8.1	4.7	9.3	3.9
Languages	4.1	2.4	9.2	3.9
Māori	10.0	5.9	9.1	3.8
Music	5.7	3.3	7.0	2.9
Special needs	9.2	5.4	2.4	1.0
Guidance & counselling	4.1	2.4	-	-
Other (not more than 3 FTTEs in any one area) ^a	7.9	4.6	22.2	9.3
Subject area not specified	0.9	0.5	1.1	0.5
Total	170.7	100.0	237.9	100.0

^a Subjects in the other category include religious education, guidance and counselling, childcare, tourism and generalist teachers in 2002. In 2001, subjects in this category included commerce, drama, literacy, and generalist teachers.

⁷ Includes teachers of biology, chemistry, physics and horticulture.

⁸ Salary units include units previously known as management units (MU). These positions may be referred to as Head of Department (HOD) positions within some schools.

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 2002 school year to cover their respective 272.1 and 237.9 FTTE vacancies. Data from the 1999, 2000 and 2001 surveys are also included in the tables.

As found in previous surveys, 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 (60.3% of all vacancies) and secondary (57.7% of all vacancies) schools. Other methods used frequently by both primary and secondary schools included the use of departing staff (10.3% and 17.4% respectively) and the use of management teachers (7.9% and 7.4% respectively). A slight increase in the use of departing staff, class reorganisation and using teachers with limited authority to teach as methods for covering vacancies is evident in primary schools this year compared to last year (2001). For secondary schools, on the other hand, the use of departing staff (17%) was used as a measure to cover vacancies to a greater extent this year than in 2001 (10%) while management teachers were used to a lesser extent (11.8% in 2001 to 7.4% in 2002).

Table 7: Measures taken in primary schools to cover vacancies in 1999, 2000, 2001 and 2002

	1999		2000		2001		2002	
	Number of FTTE vacancies covered	Percent of all vacancies	Number of FTTE vacancies covered	Percent of all vacancies	Number of FTTE vacancies covered	Percent of all vacancies	Number of FTTE vacancies covered	Percent of all vacancies
Management teachers (DP/AP)	17.7	6.2	15.8	7.6	18.3	8.3	21.5	7.9
Departing staff	20.6	7.2	23.3	11.2	20.6	9.3	27.9	10.3
Trained relief staff (employed for 10 school weeks or less)	190.3	66.5	127.6	61.3	133.4	60.2	164.2	60.3
Limited authority to teach	9.9	3.5	4.6	2.2	3.1	1.4	9.1	3.3
Class reorganisation	7.0	2.4	9.0	4.3	6.0	2.7	13.3	4.9
Other measures ^a	29.5	10.3	24.9	12.0	25.7	11.6	17.5	6.4
Not specified	11.1	3.9	2.8	1.3	14.5	6.5	18.6	6.8
Total FTTE vacancies	286.1	100.0	208.0	100.0	221.6	100.0	272.1	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, 2001 and 2002

	1999		2000		2001		2002	
	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)	7.6	5.7	12.8	10.3	20.2	11.8	17.5	7.4
Departing staff	26.4	19.9	17.4	14.0	17.4	10.2	41.3	17.4
Trained relief staff (employed for 10 school weeks or less)	70.6	53.3	73.2	58.7	100.7	59.0	137.3	57.7
Limited authority to teach	9.2	7.0	8.3	6.7	7.4	4.3	12.1	5.1
Class reorganisation	5.3	4.0	8.2	6.6	9.6	5.6	9.4	4.0
Other measures ^a	3.5	2.6	2.8	2.2	13.2	7.7	9.3	3.9
Not specified	9.8	7.4	2.0	1.6	2.2	1.3	11.0	4.6
Total FTTE vacancies	132.4	100.0	124.7	100.0	170.7	100.0	237.9	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 2002

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. For the survey this year, an 'overseas teacher' was defined as *a teacher who had come to teach for the first time in New Zealand in either 2000, 2001 or 2002*.

There was an increase in the number of overseas teachers who were teaching here at the beginning of the 2002 school year (N=814) compared with those who were teaching here at the same time last year (N=679). Around two-thirds (64%) of overseas teachers identified this year began teaching here either in 2001 or 2002. Table 9 has details.

A greater proportion of 'new' overseas teachers (those who began teaching for the first time in New Zealand in 2002) were teaching in secondary schools in 2002 compared with those who were 'new' in 2001. Of the 234 overseas teachers who began teaching here this year, just over three-quarters (77%) were teaching in secondary schools and 23 percent were in primary schools, compared with 67 percent in secondary and 33 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 2002) started teaching in New Zealand

	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who started in 2000	110	123	233
Overseas teachers who started in 2001	129	155	284
Overseas teachers who started in (at the beginning of) 2002	53	181	234
Overseas teachers who started between 1999 and 2001 but for whom the starting date was not known	21	42	63
Total	313	501	814

Five hundred and eighteen overseas teachers who began teaching in either 2001 or 2002 were employed at the beginning of the 2002 school year. These overseas teachers are considered 'relatively new' to teaching in New Zealand. Table 10 provides details of the characteristics (locality, Māori roll, and school deciles) of the schools where these 'relatively new' overseas teachers were teaching at the beginning of the 2002 school year. Equivalent data from the 2001 survey are detailed in Appendix Table A1 enabling comparisons to be made.

With regard to the overall teaching force, 'relatively new' overseas teachers (N=518) represented 1.1 percent of all primary and secondary teachers, up from 2001 (0.8 percent) but still below the survey results from earlier years (1.5 percent in 2000, 2.2 percent in 1999, and 3.2 percent in 1998).

The increase in the number of ‘relatively new’ overseas teachers in 2002 is seen predominately in the secondary sector. While the percentage of all schools employing ‘relatively new’ overseas teachers increased slightly this year from 10.2 percent in 2001 to 11.3 percent in 2002, this is still lower than in 2000 when the figure was 13.0 percent. Thirty-nine percent of all secondary schools, however, employed at least one ‘relatively new’ overseas teacher, up from 2001 (35%).

Again, overseas teachers were, as a proportion of all teachers, more likely to be employed in deciles 1-3 schools and were least likely to be employed in schools in rural areas. Unlike previous years, in 2002, overseas teachers were more likely to be in schools with lower proportions of Māori students. See Table 10 and Appendix Table A1 for further details.

Similar regional trends were evident in 2002 when compared with previous years. Just under half of overseas teachers (N=254) who began teaching in New Zealand in 2001 or 2002 were teaching in the Auckland and Manukau regions. As a proportion of the teaching force, these teachers accounted for 1.9 percent of teachers in Manukau and 1.8 percent of teachers in the Auckland region. The Wellington⁹ (N=65) and the Whangarei region (N=25) had the next highest proportion of ‘relatively new’ overseas teachers as a proportion of all teachers in their regions (1.2% and 1.1% respectively). ‘Relatively new’ overseas teachers were least likely to be employed in the Dunedin region.

Table 10: Characteristics of schools in which ‘relatively new’ overseas teachers (who began teaching in New Zealand in 2001 or 2002) were employed in 2002

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	290	11.3	518	1.1
Primary	136	6.2	182	0.6
Secondary	154	39.1	336	1.7
<i>Locality</i>				
Main Urban (population > 30,000)	206	16.1	380	1.1
Secondary Urban (10,000 to 30,000)	21	11.8	41	1.0
Minor Urban (1,000 to 9,999)	31	11.0	61	1.1
Rural (< 1,000)	32	3.8	36	0.6
<i>Māori Roll (quartiles)^b</i>				
0% to 7.0%	78	13.0	158	1.4
7.1% to 16.1%	72	10.9	131	0.9
16.2% to 33.2%	88	13.5	129	1.0
33.3% to 100%	49	7.6	96	1.0
<i>Socio-economic indicator</i>				
Deciles 1–3	94	11.9	169	1.3
Deciles 4–7	119	11.4	200	1.0
Deciles 8–10	77	10.3	149	1.0

^a ‘All teachers’ data are based on a headcount of all teachers on the payroll during pay period 624.

^b No Māori roll data was available for three schools employing four overseas teachers. Schools with missing Māori data in 2002 included newly opened schools, hospital and health camp schools.

⁹ As a result of a review of the regional offices, Central South was renamed Wellington, Northland was renamed Whangarei and Otago was renamed Dunedin.

Beginning Teachers

In addition to the questions regarding overseas teachers, the survey asked principals to indicate the number of first year beginning teachers they had on their staff. This year, principals were to include those first year teachers who were eligible for the beginning teacher time allowance and those who were not eligible for the allowance. In previous years, the survey asked only for the numbers of beginning teachers who were eligible for the allowance.

As Table 11 shows, there were 2,253 beginning teachers eligible for the Beginning Teacher Time Allowance in primary and secondary schools at the start of the 2002 school year, a slight increase from the 2,190 beginning teachers in 2001. In addition, there were a further 201 beginning teachers who were not eligible for the allowance.

While there was a small increase in the number of secondary overseas teachers who were also beginning teachers this year, from 24 secondary teachers in 2001 to 28 in 2002, beginning overseas teachers in primary schools fell from 17 teachers in 2001 to 11 teachers in 2002. Almost all overseas teachers in New Zealand at the beginning of the 2002 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 indicated they were also beginning teachers. One principal in a kura kaupapa Māori indicated they were Year 1 beginning teacher and two principals in small schools indicated they were Year 2 beginning teachers.

Table 11: First year beginning teachers in New Zealand schools at the beginning of the 1997, 1998, 1999, 2000, 2001 and 2002 school years

Number of (headcount)	1997	1998	1999	2000	2001	2002
<i>Total Beginning teachers</i>						
Total	-	-	-	-	-	2,454
Primary	-	-	-	-	-	1,563
Secondary	-	-	-	-	-	891
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>						
Total	2,174	2,102	2,055	2,215	2,190	2,253
Primary	1,553	1,450	1,315	1,400	1,457	1,411
Secondary	621	652	740	815	733	842
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>						
Total	-	-	-	-	-	201
Primary	-	-	-	-	-	152
Secondary	-	-	-	-	-	49
<i>Beginning overseas teachers</i>						
Total	340	192	69	34	41	39
Primary	280	154	36	17	17	11
Secondary	60	38	33	17	24	28
<i>Total Beginning teachers excluding overseas</i>						
Total	1,834	1,910	1,986	2,181	2,149	2,415
Primary	1,273	1,296	1,279	1,383	1,440	1,552
Secondary	561	614	707	798	709	863

Table 12 provides details of the characteristics of the schools at which beginning teachers were teaching at the start of the 2002 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.

Beginning teachers (as a proportion of all teachers) were also more likely to be teaching in lower decile schools (deciles 1-3) and in schools with larger concentrations of Māori students. These results are similar to previous years. Appendix Table A2 provides details of the results from 2001 enabling comparisons to be made.

The Manukau region had the greatest proportion of all beginner teachers, with 6.4 percent of all teachers in that region being beginning teachers. The Wellington (5.2%), Auckland (5.2%) and Invercargill (5.1%) regions were the next highest employers of beginning teachers.

Table 12: Characteristics of schools in which beginning teachers were employed in 2002

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,187	46.1	2,454	5.0
Primary	895	41.0	1,563	5.3
Secondary	292	74.1	891	4.5
<i>Locality</i>				
Main Urban (population > 30,000)	729	57.1	1,674	5.0
Secondary Urban (10,000 to 30,000)	103	57.9	219	5.4
Minor Urban (1,000 to 9,999)	146	52.0	271	4.7
Rural (< 1,000)	209	24.8	290	5.0
<i>Māori Roll (quartiles)</i>				
0% to 7.0%	263	43.9	516	4.4
7.1% to 16.1%	318	48.1	709	4.7
16.2% to 33.2%	306	46.9	656	5.0
33.3% to 100%	292	45.0	561	6.1
<i>Socio-economic indicator</i>				
Deciles 1–3	386	48.8	758	5.6
Deciles 4–7	486	46.6	1,025	5.0
Deciles 8–10	315	42.3	671	4.4

^a 'All teachers' data are based on a headcount of all teachers on the payroll during pay period 624

^b No Māori roll data was available for eight schools employing twelve first year beginning teachers. Schools with missing Māori data in 2002 included newly opened schools, hospital and health camp schools.

CONCLUSION

Teacher supply remains a priority for the Ministry of Education as the bulge in student numbers in the primary sector move through into secondary schools. To monitor the nationwide staffing situation 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 the school year. This report details the results from the 2002 survey which achieved an excellent response rate of 99.4 percent.

Although vacancy levels in both primary and secondary schools increased in 2002 from the previous year (2001), a greater proportion of positions were vacant in secondary schools this year than in primary schools. Secondary vacancies comprised 1.5 percent of all secondary entitlement positions, up from 1.1 percent in 2001, while primary vacancies comprised 1.2 percent of all primary entitlement positions in 2002, up from 1.0 percent in 2001.

It would appear that some schools had greater difficulty filling vacancies in 2002 than in previous years. For example, this year there was an increase in the proportion of vacancies across both sectors which had been re-advertised. The proportion of primary vacancies which had been re-advertised increased from 16.5% in 2001 to 20.1% in 2002 while secondary vacancies which had been re-advertised increased from 34.6% in 2001 to 42.8% in 2002. However, as a proportion of all entitlement positions, re-advertised positions increased in secondary schools (from 0.4% in 2001 to 0.7% in 2002) whereas they remained at the same level as last year (0.2%) in primary schools.

In terms of covering their vacancies, both primary (60.3%) and secondary (57.7%) 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 Māori students, and in deciles 1-3 schools. Whangarei, Invercargill and Manukau regions recorded the highest proportion of vacancies, with the Whangarei region also recording the highest proportion of re-advertised vacancies.

In 2002, the highest levels of vacancies in secondary schools were recorded in science subjects (13.0%) and English (13.0%), followed by management position (12.3%), technology subjects (12.1%) and mathematics (11.8%). Since 1997, mathematics and science subjects have regularly recorded high levels of vacancies.

Although vacancies in both primary and secondary schools continued to increase this year, just 1.3 percent of all entitlement positions were vacant at the beginning of the 2002 school year and the majority of all schools (85%) indicated they had no entitlement staffing vacancies. However, in saying that, it is evident from the data that some schools, and in particular some secondary schools, experienced greater difficulties in staffing their schools in 2002 than in previous years as roll growth flows from primary schools into secondary schools. With secondary school rolls expected to peak in 2006 the demand for secondary teachers will continue to remain high over the coming years. The Ministry of Education will, therefore, continue to monitor the staffing situation in New Zealand schools.

APPENDICES

Table A1: 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>Māori roll (quartiles)</i>				
Up to 6.6%	62	9.7	85	0.6
6.7% to 15.5%	69	10.8	105	0.7
15.6% to 33.2%	77	12.0	115	0.8
33.3% 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.

Table A2: 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</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>Māori roll (quartiles) ^b</i>				
Up to 6.6%	272	42.4	468	3.5
6.7% to 15.7%	303	47.3	588	3.9
15.8% to 33.2%	327	50.9	648	4.7
33.3% to 100%	269	41.5	473	5.0
<i>Socio-economic indicator ^c</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 Māori information was available for five schools who indicating employing thirteen beginning teachers.

TEACHER VACANCY SURVEY:

Current Entitlement Vacancies as at 30 January 2002

SCHOOL NAME:

NUMBER:

INSTRUCTIONS

- 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 •
- Even if you answer no to the questions, it is important that you return this form.

VACANCIES

1. Do you have any entitlement staffing vacancies as at 30 January 2002 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)

Yes – go to Q2 No – go to Q5

2. Please indicate the number of vacancies, calculated in FTTEs, you have as at 30 January 2002.

(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 style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> • <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
b) departing staff	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> • <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
c) relief staff (employed for 10 school weeks or less)	
— trained	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> • <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
— limited authority to teach	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> • <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
d) class reorganisation	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> • <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>
e) other measures (please specify)	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> • <input style="width: 20px; height: 20px; border: 1px solid black;" 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.

•

OVERSEAS TEACHERS

- 5a. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2000, 2001 or 2002?

Yes – go to Q5b No – go to Q6

- 5b. Please enter the actual number of overseas trained teachers on your staff in 2002.

- who were teaching for the first time in New Zealand in 2000
- who were teaching for the first time in New Zealand in 2001
- who are teaching for the first time in New Zealand in 2002
- don't know when they first taught in New Zealand

Headcount (not FTTE)

BEGINNING TEACHERS

- 6a. Do you have any first year beginning teachers on your staff for 2002?

Yes No

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

Headcount (not FTTE)

- 6b. Are you (the principal) also a beginning teacher?

yes, year 1 yes, year 2 no

When completed please freefax this form to 0800 224 229 no later than Tuesday 5 February 2002.

If any assistance is required in the completion of this form
please contact Jacquie Kerslake, Ministry of Education, phone 0-4-463 8302.

Thank you very much for your time

