



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Monitoring Teacher Supply

Survey of Staffing in New Zealand
Schools at the Beginning of the 2003
School Year

PREPARED BY:

Research Division
Ministry of Education

March 2003

CONTENTS

EXECUTIVE SUMMARY	1
MONITORING TEACHER SUPPLY	
Introduction.....	3
Method and Response Rates.....	4
Points to Note.....	5
THE STAFFING SITUATION IN NEW ZEALAND SCHOOLS AT THE START OF THE 2003 SCHOOL YEAR	
Entitlement Staffing Vacancies.....	7
Re-advertised Vacancies.....	8
Characteristics of Schools where Vacancies and Re-advertised Vacancies were Concentrated.....	10
The Geographical Location of Schools with Vacancies and Re-advertised Vacancies.....	12
Subject Vacancies in Secondary Schools.....	14
MEASURES TAKEN BY SCHOOLS TO COVER VACANT POSITIONS	16
SOURCES OF TEACHER SUPPLY IN 2003	
Overseas Teachers.....	18
Beginning Teachers.....	21
CONCLUSION	24
APPENDICES	26

ACKNOWLEDGEMENT

The researchers would like to thank the principals of schools who responded so promptly to this survey. Their continuing support is much appreciated.

EXECUTIVE SUMMARY

Since 1997 the Research Division of the Ministry of Education has undertaken a *Teacher Vacancy Survey* of all state and state integrated schools at the beginning of each school year to monitor the staffing situation in New Zealand schools. This one-page survey provides the Ministry with a snapshot of the number of entitlement¹ 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 only, in what subject areas pressure points are occurring. While school vacancies are also monitored through the March and July roll returns² and through the advertisements in the *Education Gazette* this survey provides the Ministry with valuable vacancy information early in the school year.

The 2003 survey was completed by 97 percent of all schools.

Results from this year show that while vacancies in primary schools remained at a similar level to those experienced in 2002, vacancies in secondary schools continued to increase this year. Forty-three percent of secondary schools had vacancies at the beginning of the school year compared with 38 percent at the same time last year. The vacancies within these schools represented 1.7 percent of all entitlement positions in secondary schools, up from 1.5 percent in 2002.

Both primary and secondary schools appeared to have greater difficulty filling their vacancies this year than they had in previous years. The number of re-advertised vacancies, considered to be an indication of positions which are 'hard to staff' represented a quarter (24.2%) of all primary vacancies that were re-advertised (up from 20.1% in 2002) and over half (54.0%) of all secondary vacancies (up from 42.8% in 2002). The proportion of all schools with re-advertised vacancies, as well as the number of re-advertised vacancies, as a proportion of all entitlement positions, increased across both sectors this year. Re-advertised vacancies in primary schools increased from 0.2 percent of all entitlement positions in 2002 to 0.3 percent in 2003. In secondary schools re-advertised positions increased from 0.7 percent last year to 0.9 percent this year.

Further results from the survey this year indicated that:

- The Invercargill (2.7%) and Whangarei (2.0%) Ministry of Education local office areas again recorded the highest proportion of vacancies in 2003. Whereas the Whangarei area experienced the same level of vacancies as those recorded in 2002 (2.0%), there was a significant increase this year in the number of recorded vacancies for the Invercargill area (up from 1.7% in 2002). These two areas also had the highest proportion of re-advertised vacancies (1.1% and 0.9% respectively), well above the national average of 0.5 percent.

¹It is acknowledged that some schools may have vacancies at the beginning of Term 1 above their current staffing entitlement but it was beyond the scope of the survey in its present format to collect information on these vacancies.

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

- The proportion of vacancies and re-advertised vacancies were greatest in schools with the largest concentrations of Māori students, in schools in lower socio-economic areas (deciles 1-3 schools) and in schools in rural areas.
- A greater proportion of lower decile schools (deciles 1-3) reported experiencing vacancies (18.9%) and re-advertised vacancies (7.7%) this year than was the case in 2002, when 16.6 percent of these schools reported having vacancies and 5.7 percent re-advertised vacancies.
- 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 (52.7% of all primary vacancies were covered in this way) and secondary (52.3%) schools, although this measure was used to a lesser extent by both sectors this year than in previous years.
- The subjects areas most sought after in secondary schools in 2003 were technology (16.0% of vacancies), English (15.8%) and science subjects (15.7%).
- Thirty-eight percent of all entitlement vacancies attracted salary units for curriculum leadership (also referred to as 'management units'), a similar proportion to those recorded in 2001 and 2002.
- There were 897 overseas teachers (who had taught for the first time in New Zealand in 2001, 2002, or 2003) teaching here at the beginning of 2003. Almost three-quarters (72%) of these teachers were teaching in secondary schools.
- The number of first year beginning teachers continued to increase this year, with 2,524 first year teachers employed in schools at the beginning of the 2003 school year (1,556 in primary and 968 in secondary).
- As found in previous surveys, beginning teachers were more likely to be teaching in lower decile schools (deciles 1-3) and in schools with larger concentrations of Māori students.
- The highest proportions of beginning teachers were employed in the Invercargill, Auckland North and Auckland South local office areas.

It is evident from the data this year that secondary schools are experiencing increased difficulties in staffing their schools as roll growth in that sector continues. With secondary student numbers expected to continue growing until at least 2006 the demand for secondary teachers will remain high over the coming years. To help meet the demand for more teachers in this sector the Ministry of Education has introduced a range of initiatives. These initiatives include scholarships, 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 grants³. The Ministry of Education will continue to closely monitor the teacher supply situation in New Zealand and the initiatives it has in place to increase the supply of secondary teachers.

³ More information on these initiatives can be obtained from the TeachNZ website on www.teachnz.govt.nz

MONITORING TEACHER SUPPLY

Introduction

New Zealand schools have experienced significant roll growth over the past few years as a result of the population boom of the late 1980s and early 1990s. From around 1995 onwards student numbers in primary schools increased rapidly creating an increased demand for primary teachers. However, roll growth in the primary sector is expected to decline over the next few years, although Auckland primary schools may continue to experience roll growth. Secondary schools are now beginning to see increased growth as students move through the school system from primary to secondary school. As secondary roll growth in New Zealand schools is expected to continue until at least 2006, demand for teachers in our secondary schools will remain high over the coming years.

Since 1996, the Ministry of Education has introduced a number of initiatives aimed at increasing the supply of teachers in New Zealand schools. Initially, these initiatives focussed mainly on increasing the number of primary school teachers but more recently, as the demand for secondary teachers increases, the initiatives are focussed on getting more teachers into secondary schools.

Some of the initiatives already in place include the following.

- Māori, Pasifika and rural scholarships worth \$10,000 each.
- Secondary Subject Trainee Allowances for chemistry, English, computing, te reo Māori, mathematics, physical education and physics, worth up to \$10,000.
- Retraining for former secondary teachers.
- Returning to teaching allowances.
- Conversion courses to assist existing primary teachers with degree qualifications to teach in secondary schools.
- National relocation grants for teachers to move to teaching jobs in other parts of New Zealand.
- International relocation grants of NZ\$5,000 to encourage New Zealand teachers overseas to return home.
- International relocation grants of NZ\$3,000 to encourage overseas trained teachers to come to New Zealand to teach.
- Recruitment incentives (eg, permanent staffing assistance).

In addition, late last year the Ministry of Education contracted three recruitment agencies to actively encourage New Zealand secondary teachers working in the United Kingdom to return home to teach.

The Ministry monitors the teacher supply situation in New Zealand schools closely. One of the ways in which it does this is to undertake a survey of all schools at the beginning of the school year. The *Teacher Vacancy Survey* has been undertaken since 1997 and provides a snapshot of the staffing situation in schools at the start of Term 1.

Method and Response Rates

As in previous years, principals were asked to complete a brief, one-page survey outlining the staffing situation in their schools as at the first day of Term 1. This year both primary and secondary schools were asked to complete the survey as at 29 January 2003⁴.

The format of the survey has remained almost unchanged (two or three questions have been added) since the first survey was undertaken in 1997. It asks 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 are also asked to indicate the subject areas in which the vacancies occurred and whether any of the vacancies attracted salary units for curriculum leadership. In addition, information is sought on the numbers of beginning and overseas teachers working in schools.

Schools are then asked to return their forms by fax to the Research Division of the Ministry of Education. The 2003 survey was completed by 97 percent of all schools (97.2% of all primary and special schools and 96.0% of all secondary and composite schools). Completed surveys were received from 2,121 primary and special schools and 385 secondary and composite schools. Sixty primary and special schools and sixteen secondary and composite schools did not return their surveys.

Table 1 provides details of the numbers of responding schools for the past seven years and the number of provisional entitlement positions⁵, given as full-time teacher equivalents, for those schools who responded. As can be seen, the total number of provisional entitlement positions, which include additional school staffing provisions, varies from year to year. Policy changes which create additional teaching positions, 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.

⁴ *There were some schools, however, that did not commence Term 1 on this date; they completed the form as at their first day of term.*

⁵ *'Entitlement positions' for the 2003 school year are based on provisional data for those schools that responded. The entitlement figures are confirmed after the annual March 1 roll 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'.*

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 above their current staffing entitlement but it was beyond the scope of the survey in its present format to collect information on these vacancies.
3. An *entitlement staffing vacancy* was defined as any position which was not filled by a permanent teacher or a long-term reliever whose tenure was more than 10 consecutive weeks.
4. A *re-advertised vacancy* was defined as any position which had been advertised nationally more than once with no appointment being made after the first time advertised.
5. While the survey asked for information on the vacancies within schools, some of the responding schools indicating they were fully staffed at the beginning of the school year took the opportunity to comment on the difficulties they had encountered securing their new teachers. It is acknowledged that the data collected from the *Teacher Vacancy Survey* has limitations and that the survey results do not reflect the time and effort put in by schools to ensure they were fully staffed at the beginning of Term 1.

Table 1: Number of responding schools and the provisional entitlement positions (FTTEs⁶) within these schools (1997 – 2003)

	Primary						
	1997	1998	1999	2000	2001	2002	2003
Number of schools which responded ^a	2,262	2,266	2,237	2,213	2,185	2,183	2,121
Entitlement positions within these schools (FTTE) ^b	20,338	21,764	22,361	22,399	22,733	22,846	22,789
	Secondary						
	1997	1998	1999	2000	2001	2002	2003
Number of schools which responded ^a	373	380	381	394	398	394	385
Entitlement positions within these schools (FTTE) ^b	14,651	14,976	15,242	15,574	15,763	15,499	15,948
	Total						
	1997	1998	1999	2000	2001	2002	2003
Number of schools which responded ^a	2,635	2,646	2,618	2,607	2,583	2,577	2,506
Entitlement positions within these schools (FTTE) ^b	34,989	36,740	37,603	37,973	38,496	38,345	38,737

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

^b 'Entitlement positions' for the 2003 school year are based on provisional data for those schools that responded (60 primary and special schools and 16 composite and secondary schools did not return completed survey forms this year). The entitlement figures are confirmed after the annual March 1 roll return data are compiled based on the confirmed March 1 school rolls.

⁶ Full-time teacher equivalents.

THE STAFFING SITUATION IN NEW ZEALAND SCHOOLS AT THE START OF THE 2003 SCHOOL YEAR

Teacher vacancies and re-advertised vacancies⁷ are two measures by which the supply of, and demand for, teachers is 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’ 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]. Positions such as Reading Recovery and Operations Grant funded teachers were not to be included.

As in previous years, the large majority of all schools (84%) indicated they had no entitlement staffing vacancies at the beginning of 2003 (see Table 2).

However, this year’s data show that the trend over the past few years for the number of secondary vacancies to increase has continued, from 237.9 FTTE vacancies in 2002 to 266.1 FTTE vacancies in 2003⁸. These vacancies made up 1.7 percent of all entitlement positions at the beginning of this year, up from 1.5 percent at the same time in 2002. By contrast, vacancy numbers in primary schools remained at a similar level to last year and made up 1.2 percent of all entitlement positions.

The number of secondary schools with vacancies also continued to increase from 37.6 percent in 2002 to 43.1 percent this year. Eleven percent of primary schools had vacancies, the same proportion as in 2002.

⁷ *Vacancies which have been advertised nationally more than once with no appointment being made after the first time they were advertised.*

⁸ *These vacancies are from the 385 responding secondary schools (16 secondary schools were outstanding in 2003), whereas the vacancies in 2002 were from 394 secondary schools.*

Table 2: Vacancies (FTTE) as at the beginning of the school year (1997 – 2003)

	Primary						
	1997	1998	1999	2000	2001	2002	2003
<i>Vacancies (FTTE)</i>							
- number	407.7	365.3	286.1	208.0	221.6	272.1	275.2
- proportion of all entitlement positions	2.0%	1.7%	1.3%	0.9%	1.0%	1.2%	1.2%
<i>Schools with vacancies</i>							
- number	329	311	245	189	215	245	236
- proportion of all schools	14.5%	13.7%	11.0%	8.5%	9.8%	11.2%	11.1%
<i>Schools with at least one FTTE vacancy</i>							
- number	278	272	206	159	157	191	188
- proportion of all schools	12.3%	12.0%	9.2%	7.2%	7.2%	8.7%	8.9%
	Secondary						
	1997	1998	1999	2000	2001	2002	2003
<i>Vacancies (FTTE)</i>							
- number	170.5	132.5	132.4	124.7	170.7	237.9	266.1
- proportion of all entitlement positions	1.2%	0.9%	0.9%	0.8%	1.1%	1.5%	1.7%
<i>Schools with vacancies</i>							
- number	123	97	101	106	130	148	166
- proportion of all schools	32.9%	25.5%	26.5%	26.9%	32.7%	37.6%	43.1%
<i>Schools with at least one FTTE vacancy</i>							
- number	103	84	86	90	116	135	149
- proportion of all schools	27.6%	22.1%	22.6%	22.8%	29.1%	34.3%	38.7%
	Total						
	1997	1998	1999	2000	2001	2002	2003
<i>Vacancies (FTTE)</i>							
- number	578.2	497.8	418.5	332.7	392.3	510.1	541.3
- proportion of all entitlement positions	1.7%	1.4%	1.1%	0.9%	1.0%	1.3%	1.4%
<i>Schools with vacancies</i>							
- number	452	408	346	295	345	393	402
- proportion of all schools	17.2%	15.4%	13.2%	11.3%	13.4%	15.3%	16.0%
<i>Schools with at least one FTTE vacancy</i>							
- number	381	356	292	249	273	326	337
- proportion of all schools	14.5%	13.5%	11.2%	9.6%	10.6%	12.7%	13.4%

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 0.5 percent of all entitlement positions, up from 0.4 percent in 2002. Although re-advertised positions increased in both primary and secondary schools, the increase was greater at the secondary level (0.7% in 2002 to 0.9% in 2003) than at the primary level (0.2% to 0.3%).

A greater proportion of secondary schools had re-advertised positions in 2003 (27%) than in any of the previous years in which the *Teacher Vacancy Survey* has been undertaken (Table 3).

Table 3: Re-advertised vacancies (FTTE) at the beginning of the school year (1997 – 2003)

	Primary						
	1997	1998	1999	2000	2001	2002	2003
<i>Re-advertised positions (FTTE)</i>							
– number	109.5	63.8	60.9	32.0	36.6	54.7	66.6
– proportion of all entitlement positions	0.5%	0.3%	0.3%	0.1%	0.2%	0.2%	0.3%
<i>Schools with re-advertised positions</i>							
– number	104	58	56	28	35	57	59
– proportion of all schools	4.6%	2.6%	2.5%	1.3%	1.6%	2.6%	2.8%
	Secondary						
	1997	1998	1999	2000	2001	2002	2003
<i>Re-advertised positions (FTTE)</i>							
– number	80.3	47.9	37.4	46.5	59.1	101.9	143.6
– proportion of all entitlement positions	0.5%	0.3%	0.2%	0.3%	0.4%	0.7%	0.9%
<i>Schools with re-advertised positions</i>							
– number	66	38	33	42	59	79	104
– proportion of all schools	17.7%	10.0%	8.7%	10.7%	14.8%	20.1%	27.0%
	Total						
	1997	1998	1999	2000	2001	2002	2003
<i>Re-advertised positions (FTTE)</i>							
– number	189.8	111.7	98.3	78.5	95.8	156.6	210.2
– proportion of all entitlement positions	0.5%	0.3%	0.3%	0.2%	0.2%	0.4%	0.5%
<i>Schools with re-advertised positions</i>							
– number	170	96	89	70	94	136	163
– proportion of all schools	6.5%	3.6%	3.4%	2.7%	3.6%	5.3%	6.5%

Further analysis showed that the number of re-advertised vacancies represented well over a third (38.8%) of all teaching vacancies. Increases in the proportion of vacancies which had been re-advertised were evident across both sectors with 24.2 percent of all primary vacancies being re-advertised (up from 20.1% in 2002) and 54.0 percent of all secondary vacancies (up from 42.8% in 2002).

Information received late last year suggested that a number of schools may experience temporary staffing shortages at the beginning of the school year due to the fact that the teachers they had

appointed, possibly from overseas, were unable to start work in their school at the beginning of the school year. To ascertain the extent to which this was an issue for schools, a further question was added to the *Teacher Vacancy Survey* this year which asked schools 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. Eighteen primary schools (with 16.0 FTTE vacancies) and twenty-eight secondary schools (with 34.7 FTTE vacancies) indicated that although they had made appointments, the teachers they had appointed were unable to commence work at the beginning of the 2003 school year.

Characteristics of Schools where Vacancies and Re-advertised Vacancies were 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 2003 school year.

As found in the surveys conducted in previous years, the proportion of vacancies and re-advertised vacancies were greatest in schools with the largest concentrations of Māori students and in schools in lower socio-economic areas (deciles 1-3 schools). At the beginning of 2003, 2.1 percent of all entitlement positions in deciles 1-3 schools were unfilled compared to 1.3 percent in deciles 4-7 schools and 1.0 percent in deciles 8-10 schools.

This year, a greater proportion of lower decile schools (deciles 1-3) have reported experiencing vacancies (18.9%) and re-advertised vacancies (7.7%) than was the case in 2002, when 16.6 percent of these schools reported having vacancies and 5.7 percent re-advertised vacancies. In addition, the data show that, compared to last year, deciles 1-3 schools also recorded increases in the proportion of vacancies (from 1.8% in 2002 to 2.1% in 2003) and re-advertised vacancies (from 0.6% to 0.9%).

Vacancies were more likely to occur in rural areas than in other areas. As a proportion of their total staffing entitlement, vacancies in rural areas increased from 1.9 percent of all entitlement positions in 2002 to 2.6 percent in 2003. Re-advertised vacancies were also greater in rural (1.0%) and minor urban (0.9%) areas this year, again showing an increase from 2002, when the data showed that 0.6 percent of all entitlement positions in each of these two areas were re-advertised. See Table 4 for further details.

Table 4: Distribution of vacancies and of re-advertised positions in 2003, by school characteristics ^a

School Characteristics	Vacancies				Re-advertised vacancies			
	Schools		Positions (FTTE)		Schools		Positions (FTTE)	
	N	%	N	%	N	%	N	%
<i>Locality^b</i>								
Main Urban (population > 30,000)	225	17.9	323.1	1.2	88	7.0	116.6	0.4
Secondary Urban (10,000 to 30,000)	26	16.0	34.3	1.2	10	6.1	12.0	0.4
Minor Urban (1,000 to 9,999)	60	20.8	78.7	1.7	31	10.7	42.9	0.9
Rural (< 1,000)	90	11.3	104.2	2.6	34	4.3	38.7	1.0
<i>Māori Roll (quartiles)^c</i>								
0% to 7.3%	70	13.7	85.2	0.9	27	5.3	32.7	0.4
7.4% to 16.3%	99	15.0	131.6	1.1	40	6.1	48.6	0.4
16.4% to 33.4%	106	17.3	162.9	1.6	46	7.5	60.3	0.6
33.5% to 100%	119	18.8	151.9	2.1	47	7.4	64.6	0.9
<i>Socio-economic indicator</i>								
Deciles 1–3	142	18.9	214.6	2.1	58	7.7	89.1	0.9
Deciles 4–7	158	15.8	203.2	1.3	69	6.9	82.6	0.5
Deciles 8–10	102	13.6	123.5	1.0	36	4.8	38.5	0.3

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

^b Locality information was not available for one school which indicated having 1 FTTE vacancy.

^c Māori roll information was unavailable for eight schools which indicated a total of 9.7 FTTE vacancies or for three schools with a total of 4.0 FTTE vacancies which had been re-advertised.

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 schools in particular regions in New Zealand experienced greater difficulty in employing staff than schools in other regions.

To compare the data for schools in different regions and districts, vacancies were calculated as a percentage of the provisional staffing entitlement in each Ministry of Education Local Office area. Table 5 provides details of regional vacancies and re-advertised vacancies for 2002 and 2003.

Producing similar results to those from the 2001 and 2002 surveys, the Invercargill (2.7%) and Whangarei (2.0%) local office areas again recorded the highest proportion of vacancies in 2003. Whereas the Whangarei area experienced the same level of vacancies as those recorded early in 2002 (2.0%), there was a significant increase this year in the number of recorded vacancies for the Invercargill area (up from 1.7% in 2002). In addition, these two areas had the highest proportion of re-advertised vacancies (1.1% and 0.9% respectively), well above the national average of 0.5 percent.

While in 2002 the Napier area recorded vacancies at the same level as the national average (1.3%), this year vacancies in this district were considerably higher (1.8%) than those experienced nationally (1.4%). The Auckland South (1.6%) and Rotorua areas (1.6%) also recorded vacancies higher than the national level of 1.4 percent.

Re-advertised vacancies, as a proportion of all entitlement positions, increased across almost all districts. The exceptions were the Wanganui area, where re-advertised vacancies remained at the same level as in 2002 (0.5%), and the Dunedin area, where they fell from 0.3 percent to 0.1 percent in 2003. This year, the Auckland North (0.8%), Rotorua (0.8%), Auckland South (0.7%) and Napier areas (0.6%) experienced re-advertised vacancies higher than the national level.

Table 5: Regional distribution (according to Ministry of Education Local Offices) of vacancies and of re-advertised positions in 2002 and 2003

Ministry of Education Local Offices	Vacancies (FTE)				Re-advertised vacancies (FTE)			
	2002		2003		2002		2003	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	34.5	2.0	33.8	2.0	12.9	0.8	18.0	1.1
Auckland North	99.2	1.3	58.0	1.4	30.8	0.4	31.5	0.8
Auckland South	68.8	1.7	119.3	1.6	21.2	0.5	51.6	0.7
Hamilton	34.4	1.0	38.5	1.1	8.4	0.2	11.0	0.3
Rotorua	44.2	1.5	46.2	1.6	18.0	0.6	24.5	0.8
Wanganui	48.8	1.5	48.7	1.5	17.4	0.5	15.4	0.5
Napier	29.2	1.3	41.8	1.8	12.5	0.5	13.6	0.6
Wellington	58.2	1.4	53.1	1.2	14.0	0.3	16.2	0.4
Nelson	19.8	1.2	13.6	0.8	4.3	0.3	7.0	0.4
Christchurch	38.9	0.9	47.5	1.0	4.6	0.1	9.5	0.2
Dunedin	16.1	0.9	12.6	0.7	5.0	0.3	2.0	0.1
Invercargill	18.0	1.7	28.2	2.7	7.5	0.7	9.9	0.9
Total	510.1	1.3	541.3	1.4	156.6	0.4	210.2	0.5

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

Subject Vacancies in Secondary Schools

The aim of the survey was not only to determine how many vacancies there were in schools at the beginning of the 2003 school year but also to find out in which subject areas these vacancies occurred (this applied to secondary schools only).

As found in previous years, most vacancies occurred in the technology, English, science and mathematics subject areas. This year's data show that compared to the 2002 data vacancies in technology (16.0%), English (15.8%) and science⁹ (15.7%) all increased, whereas vacancies in mathematics (11.6%) remained at a similar level to that experienced in 2002. Table 6 provides more details.

A further question asked principals to indicate whether any of their school's vacancies attracted salary units for curriculum leadership¹⁰, and if so, to indicate in which subject areas they occurred. In 2003, 38 percent of all FTTE vacancies (0.6% of all entitlement positions) were reported to attract salary units for curriculum leadership, a similar proportion to those recorded in 2002 (39%) and 2001 (39%). Vacancies attracting salary units most often occurred in technology (16.0 FTTE vacancies), English (12.5 FTTE vacancies) and science (10.5 FTTE vacancies).

⁹ *Includes vacancies in chemistry, physics and biology.*

¹⁰ *'Salary units' may also be referred to as 'management units' (MU).*

Table 6: Subject areas in which there were vacancies in secondary schools at the beginning of the 2002 and 2003 school years

Subject areas	Number of FTTE vacancies in 2002	Percentage of total FTTE vacancies in 2002	Number of FTTE vacancies in 2003	Percentage of total FTTE vacancies in 2003
Technology	28.7	12.1	42.7	16.0
English	30.9	13.0	42.1	15.8
Sciences	31.0	13.0	41.7	15.7
Mathematics	28.0	11.8	31.0	11.6
Management	29.3	12.3	23.1	8.7
Physical education	11.9	5.0	20.5	7.7
Social Sciences (includes social studies)	17.8	7.5	15.5	5.8
Māori	9.1	3.8	9.1	3.4
Commerce (includes accounting & economics)	—	—	5.0	1.9
Art	9.3	3.9	4.5	1.7
Guidance & counselling	—	—	4.5	1.7
Special needs	2.4	1.0	3.7	1.4
Music	7.0	2.9	3.1	1.2
Languages	9.2	3.9	1.7	0.6
Other (not more than 3 FTTEs in any one area) ^a	22.2	9.3	6.5	2.4
Subject area not specified	1.1	0.5	11.4	4.3
Total	237.9	100.0	266.1	100.0

^a In 2003, subjects in the 'other' category included religious education, drama and reading. This category also included 'generalist teachers'.

MEASURES TAKEN BY SCHOOLS TO COVER VACANT POSITIONS

Schools were asked to provide details of the interim measures they currently had in place to cover their vacancies. A list of options were provided on the survey form to chose from.

Following the trends from the previous *Teacher Vacancy 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 (52.7% of all vacancies were covered in this way) and secondary (52.3%) schools, although this measure was used to a lesser extent this year by both primary and secondary schools than in previous years.

But compared to previous years, primary schools made greater use of their management teachers (10.5%) and class reorganisation (7.2%) to cover vacancies in 2003. They were however less likely to use departing staff to cover vacancies than they had previously been (6.5%). See Table 7 for further details.

In 2003, secondary schools used teachers with limited authority to teach (7.9%) and class reorganisation (6.8%) to cover their vacant positions more often than they had in past years (Table 8).

Table 7: Measures taken in primary schools to cover vacancies in 2000, 2001, 2002 and 2003

	2000		2001		2002		2003	
	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)	15.8	7.6	18.3	8.3	21.5	7.9	28.8	10.5
Departing staff	23.3	11.2	20.6	9.3	27.9	10.3	17.8	6.5
Trained relief staff (employed for 10 school weeks or less)	127.6	61.3	133.4	60.2	164.2	60.3	144.9	52.7
Limited authority to teach	4.6	2.2	3.1	1.4	9.1	3.3	10.3	3.7
Class reorganisation	9.0	4.3	6.0	2.7	13.3	4.9	19.9	7.2
Other measures ^a	24.9	12.0	25.7	11.6	17.5	6.4	39.8	14.5
Not specified	2.8	1.3	14.5	6.5	18.6	6.8	13.7	5.0
Total FTTE vacancies	208.0	100.0	221.6	100.0	272.1	100.0	275.2	100.0

^a 'Other measures' mentioned included using principal release time, not providing certain specialist programmes and increasing the hours of part-time staff.

Table 8: Measures taken in secondary schools to cover vacancies in 2000, 2001, 2002 and 2003

	2000		2001		2002		2003	
	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)	12.8	10.3	20.2	11.8	17.5	7.4	20.6	7.8
Departing staff	17.4	14.0	17.4	10.2	41.3	17.4	42.9	16.1
Trained relief staff (employed for 10 school weeks or less)	73.2	58.7	100.7	59.0	137.3	57.7	139.3	52.3
Limited authority to teach	8.3	6.7	7.4	4.3	12.1	5.1	21.0	7.9
Class reorganisation	8.2	6.6	9.6	5.6	9.4	4.0	18.2	6.8
Other measures ^a	2.8	2.2	13.2	7.7	9.3	3.9	18.6	7.0
Not specified	2.0	1.6	2.2	1.3	11.0	4.6	5.5	2.1
Total FTTE vacancies	124.7	100.0	170.7	100.0	237.9	100.0	266.1	100.0

^a 'Other measures' mentioned included increasing the hours of part-time staff and giving acting positions to existing permanent staff.

SOURCES OF TEACHER SUPPLY IN 2003

The supply of teachers for New Zealand schools is dependent on a number of sources. The recruitment of first year (beginning) teachers is one of these sources. Another source is the recruitment of teachers from overseas. Over recent years, when demand for teachers has been particularly high, overseas teachers have been encouraged to apply for positions in New Zealand. As in previous years, the *Teacher Vacancy Survey* for 2003 asked questions about these two sources of teacher supply: the recruitment of overseas teachers and of beginning teachers.

Overseas Teachers

The survey form asked principals whether their schools 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 this year's survey, an 'overseas teacher' was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2001, 2002 or 2003*.

There were a greater number of overseas teachers (N=897, up from 814 in 2002) here at the beginning of 2003 compared to the same time last year. A third (34%) of these overseas teachers had only just commenced their teaching in New Zealand (ie, at the beginning of the 2003 school year).

In line with the increased demand for teachers in secondary schools as evidenced by the increase in the proportion of secondary sector vacancies and re-advertised vacancies reported on earlier in this report, almost three-quarters (72%) of overseas teachers were employed in secondary schools (see Table 9).

Table 9: The year in which overseas teachers (teaching in schools in 2003) began teaching in New Zealand

	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas teachers who began in 2001	110	152	262
Overseas teachers who began in 2002	82	252	334
Overseas teachers who began in (at the beginning of) 2003	62	239	301
Total	254	643	897

Table 10 provides details of the 635 overseas teachers who began teaching here in either 2002 or 2003. These teachers are considered 'relatively new' to teaching in New Zealand. They represented 1.3 percent of all primary and secondary teachers, up from 1.1 percent of all teachers in 2002.

The number of secondary schools employing 'relatively new' overseas teachers continued to grow this year. In 2003, almost half (48%) of secondary schools employed at least one of these 'relatively new' overseas teachers, up from 39 percent in 2002 and 35 percent in 2001. Contrary to the situation at the secondary level, the proportion of primary schools employing 'relatively new' overseas teachers in 2003 dropped, from 6.2 percent of all primary schools in 2002 to 5.2 percent in 2003.

Table 10 shows 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 and slightly more likely to be in lower decile schools (deciles 1-3). They were least likely to be teaching in schools in rural areas.

Over half (54%) of overseas teachers (N=344) who began teaching in New Zealand for the first time in either 2002 or 2003 were teaching in the Auckland North and Auckland South local office areas. As a proportion of the overall teaching force, these teachers accounted for 2.7 percent of teachers in the Auckland South area and 2.1 percent of teachers in Auckland North area. The Whangarei (1.6%), Nelson (1.3%) and Wellington (1.1%) areas had the next highest proportion of 'relatively new' overseas teachers as a proportion of all teachers in their districts.

Equivalent data from the 2002 *Teacher Vacancy Survey* are detailed in Appendix Table A1.

Table 10: Characteristics of schools in which ‘relatively new’¹¹ overseas teachers were employed in 2003

	Schools		Overseas Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	296	11.8	635	1.3
Primary	110	5.2	144	0.5
Secondary	186	48.3	491	2.5
<i>Locality</i>				
Main Urban (population > 30,000)	202	16.1	474	1.4
Secondary Urban (10,000 to 30,000)	28	17.2	50	1.4
Minor Urban (1,000 to 9,999)	38	13.1	68	1.2
Rural (< 1,000)	28	3.5	43	0.8
<i>Māori Roll (quartiles)^b</i>				
0% to 7.3%	74	14.5	176	1.5
7.4% to 16.3%	86	13.1	199	1.4
16.4% to 33.4%	82	13.4	154	1.2
33.5% to 100%	52	8.2	104	1.2
<i>Socio-economic indicator</i>				
Deciles 1–3	79	10.5	174	1.4
Deciles 4–7	130	13.0	264	1.3
Deciles 8–10	87	11.6	197	1.3

^a ‘Percentage of all teachers’ is based on a headcount of all teachers on the payroll during pay period 724

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

¹¹ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2002 or 2003.

Beginning Teachers

In addition to the questions regarding overseas teachers, the survey also asked about the first year beginning teachers within schools. Principals were asked to indicate the number of beginning teachers in their school who were eligible for the Beginning Teacher Time Allowance¹² and those who were not eligible for the allowance.

In 2003, there were 2,524¹³ first year beginning teachers employed in New Zealand schools, 1,556 in primary and 968 in secondary schools. As can be seen in Table 11, 2,364 teachers were eligible for the Beginning Teacher Time Allowance. A further 160 first year teachers were not eligible for the allowance (eg, because they did not meet the specified eligibility criteria).

While there were more beginning teachers who were eligible for the Beginning Teacher Time Allowance employed in both primary and secondary schools this year than in the previous year, compared with the 2002 data there were fewer beginning teachers employed who were not eligible for the allowance.

Fifty-seven of the beginning teachers were also from overseas; the majority of this group (N=44) were teaching in secondary schools.

Table 12 provides details of the characteristics of the schools in which beginning teachers were employed in 2003. As in previous years, more beginning teachers entered the primary sector than the secondary sector – that is, as a proportion of all teachers in each of the sectors.

The large majority (81.8%) of all secondary schools in 2003 employed at least one beginning teacher, up from 74 percent of secondary schools in 2002.

Beginning teachers were more likely to be teaching in lower decile schools and in schools with larger concentrations of Māori students. These results are consistent with the survey results from previous years. Results of the 2002 survey are shown in Appendix Table A2 to enable comparisons to be made.

In 2003, the highest proportions of beginning teachers were employed in the Invercargill (6.9%), Auckland North (6.3%) and the Auckland South (6.0%) local office areas.

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

¹² *The Beginning Teacher Time Allowance is available to school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. A beginning teacher appointed to a full-time position is entitled to 0.2 FTTE time allowance for advice and guidance provided they meet the specified eligibility criteria. As from the beginning of Term 4 2002 second-year beginning teachers in secondary schools who are employed full-time receive 0.1 FTTE time allowance under the Secondary Teachers' Collective Agreement 2002-2004.*

¹³ *Completed surveys were not received from 60 primary schools and 16 secondary schools. The number of beginning teachers employed at the start of the current school year may therefore be higher than this number.*

were either a Year 1 or a Year 2 beginning teacher. In 2003, two principals reported that they were beginning teachers (one was a Year 2 beginning teacher and one was a Year 1 beginning teacher). These teachers were teaching in very small, special character schools.

Table 11: First year beginning teachers in New Zealand schools on day one of the new school year (1997 – 2003)¹⁴

Number of (headcount)	1997	1998	1999	2000	2001	2002	2003
<i>Total beginning teachers</i>							
Total	-	-	-	-	-	2,454	2,524
Primary	-	-	-	-	-	1,563	1,556
Secondary	-	-	-	-	-	891	968
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>							
Total	2,174	2,102	2,055	2,215	2,190	2,253	2,364
Primary	1,553	1,450	1,315	1,400	1,457	1,411	1,441
Secondary	621	652	740	815	733	842	923
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>							
Total	-	-	-	-	-	201	160
Primary	-	-	-	-	-	152	115
Secondary	-	-	-	-	-	49	45
<i>Beginning overseas teachers</i>							
Total	340	192	69	34	41	39	57
Primary	280	154	36	17	17	11	13
Secondary	60	38	33	17	24	28	44
<i>Total beginning teachers, excluding those from overseas</i>							
Total	1,834	1,910	1,986	2,181	2,149	2,415	2,467
Primary	1,273	1,296	1,279	1,383	1,440	1,552	1,543
Secondary	561	614	707	798	709	863	924

¹⁴ Prior to 2002 information was only sought on first year beginning teachers who were eligible for the Beginning Teacher Time Allowance.

Table 12: Characteristics of schools in which beginning teachers were employed in 2003

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,218	48.6	2,524	5.3
Primary	903	42.6	1,556	5.6
Secondary	315	81.8	968	4.9
<i>Locality</i>				
Main Urban (population > 30,000)	760	60.5	1,754	5.3
Secondary Urban (10,000 to 30,000)	93	57.1	169	4.8
Minor Urban (1,000 to 9,999)	155	53.6	311	5.5
Rural (< 1,000)	210	26.3	290	5.6
<i>Māori Roll (quartiles)^b</i>				
0% to 7.3%	267	52.3	528	4.6
7.4% to 16.3%	330	50.1	754	5.2
16.4% to 33.4%	331	54.0	724	5.8
33.5% to 100%	276	43.7	501	5.9
<i>Socio-economic indicator^c</i>				
Deciles 1–3	388	51.7	774	6.3
Deciles 4–7	482	48.1	1,027	5.2
Deciles 8–10	347	46.3	721	4.7

^a 'Percentage of all teachers' is based on a headcount of all teachers on the payroll during pay period 724.

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

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

CONCLUSION

The *Teacher Vacancy Survey* has been undertaken by the Research Division of the Ministry of Education each year since 1997. This one-page survey, which schools complete at the beginning of the school year and return by fax, provides the Ministry with a snapshot of the number of vacancies and re-advertised vacancies in schools at the start of Term 1, how these vacancies are being covered and, in the case of secondary schools only, in what subject areas pressure points are occurring. While school vacancies are also monitored through the March 1 roll returns and through the advertisements in the *Education Gazette*, the *Teacher Vacancy Survey* provides the Ministry with valuable vacancy information early in the school year. The 2003 survey was completed by 97 percent of all schools.

It is again evident from the data collected this year that secondary schools are experiencing increased difficulties in staffing their schools as the roll growth seen over recent years in primary schools flows into secondary schools. While the number of vacancies in primary schools in 2003, as well as the number of primary schools with vacancies, remained similar to those recorded in 2002, the staffing situation in secondary schools intensified somewhat. The number of secondary vacancies, as a proportion of all entitlement positions, increased from 1.5 percent in 2002 to 1.7 percent and the proportion of secondary schools with vacancies jumped from 37.6 percent in 2002 to 43.1 percent this year.

Schools also had greater difficulty filling their vacancies in 2003. The trend over the last few years for the number of re-advertised vacancies to increase continued this year, with 38.8 percent of all teaching vacancies being re-advertised compared to 30.7 percent in 2002 and 24.4 percent in 2001. Although re-advertised positions increased in both primary and secondary schools, the increase was greater at the secondary level, where re-advertised vacancies represented 0.9 percent of all entitlement positions, up from 0.7 percent in 2002. In addition, a greater proportion of secondary schools reported that they had re-advertised positions in 2003 (27%) than they had in previous years.

In terms of covering their vacancies, both primary (52.7%) and secondary (52.3%) schools were most likely to use trained relief staff who were employed for 10 weeks or less, although these relief staff were reportedly being used to a lesser extent than in previous years. One possible explanation for the reduction in their use may be that many of the pool of teachers who were once available for short-term relieving work have now taken up permanent or long-term relieving positions in response to the increasing demand for teachers. Primary schools reported that they were making greater use of their management teachers (10.5%) and class reorganisation (7.2%) to cover vacancies at the beginning of this year whereas secondary schools indicated that they were using teachers with limited authority to teach (7.9%) and class reorganisation (6.8%) to a greater extent than they had previously.

As in previous years covered by the survey, vacancies and re-advertised vacancies were once again greatest in schools which had the largest concentrations of Māori students, in deciles 1-3 schools and in schools in rural areas. This year, a greater proportion of lower decile (1-3) schools were experiencing vacancies (18.9%) and re-advertised vacancies (7.7%) than in 2002, when 16.6 percent of schools had vacancies and 5.7 percent had re-advertised vacancies. In addition,

deciles 1-3 schools also recorded increases in the proportion of vacancies (from 1.8% in 2002 to 2.1% in 2003) and re-advertised vacancies (from 0.6% to 0.9%) this year. The districts with the greatest proportion of overall vacancies were Invercargill, Whangarei and Napier. Schools in the Invercargill district also employed the highest proportions of beginning teachers (6.9%).

In 2003, the subjects areas most sought after in secondary schools were technology (16.0% of vacancies), English (15.8%) and science subjects (15.7%).

The demand for teachers in our secondary schools is increasing and will remain high over the next few years as secondary rolls continue to grow. It is expected that secondary roll growth will continue until at least 2006. Teacher supply is a priority for the Ministry of Education and over recent years the government has introduced a number of initiatives designed to increase the supply of teachers. The Ministry will continue to closely monitor the teacher supply situation and the initiatives it has in place, especially in light of the wider context in which other countries are also experiencing shortages of secondary school teachers.

APPENDICES

Table A1: Characteristics of schools in which 'relatively new' 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.

Table A2: 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.

TEACHER VACANCY SURVEY: Primary

Current Entitlement Vacancies as at 29 January 2003

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 29 January 2003 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 29 January 2003. (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)	<input type="text"/> • <input type="text"/>
— 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 FTTE's •

OVERSEAS TEACHERS

6. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2001, 2002 or 2003?

Yes No – go to Q7

— If yes, enter actual number who taught for the first time in 2001 (Headcount not FTTE)

— If yes, enter actual number who taught for the first time in 2002

— If yes, enter actual number who taught for the first time in 2003

BEGINNING TEACHERS

7a. Do you have any first year beginning teachers on your staff in 2003?

Yes No

— If yes, enter actual number eligible for the Beginning Teacher Time Allowance. (Headcount not FTTE)

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

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

7b. Are you (the principal) also a beginning teacher?

yes, year 1 yes, year 2 no

When completed please freefax this form to 0800 224 229 no later than Wednesday 5 February 2003.

If any assistance is required in the completion of this form please contact Sharon Dewar, Ministry of Education, phone 0-4-463 8297.

Thank you very much for your time.

TEACHER VACANCY SURVEY: Secondary

Current Entitlement Vacancies as at 29 January 2003

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 29 January 2003 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)

Yes – go to Q2 No – go to Q8

2. Please indicate the number of vacancies, calculated in FTTEs, you have as at 29 January 2003 (FTTE = Full Time Teacher Equivalent.)

Number of FTTEs sought •

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

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

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

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

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

Area	Number of FTTEs	Other subjects (please specify)	Number of FTTEs
Management	<input type="text" value=""/> • <input type="text" value=""/>	_____	<input type="text" value=""/> • <input type="text" value=""/>
English	<input type="text" value=""/> • <input type="text" value=""/>	_____	<input type="text" value=""/> • <input type="text" value=""/>
Maori	<input type="text" value=""/> • <input type="text" value=""/>	_____	<input type="text" value=""/> • <input type="text" value=""/>
Mathematics	<input type="text" value=""/> • <input type="text" value=""/>	_____	<input type="text" value=""/> • <input type="text" value=""/>
Sciences	<input type="text" value=""/> • <input type="text" value=""/>	_____	<input type="text" value=""/> • <input type="text" value=""/>

Please ensure total in Q5 equals total in Q2.

6. Do any of the vacancies indicated in Q2 attract salary units for curriculum leadership? (Salary units include units previously known as management units/MU.)

Yes No – go to Q7

— If yes, specify the subject area(s) and number of FTTEs

_____ •
_____ •

7. 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 •

OVERSEAS TEACHERS

8. Do you currently employ any overseas trained teachers who taught for the first time in New Zealand in 2001, 2002 or 2003?

Yes No – go to Q9

— If yes, enter actual number who taught for the first time in 2001

— If yes, enter actual number who taught for the first time in 2002

— If yes, enter actual number who taught for the first time in 2003

BEGINNING TEACHERS

9. Do you have any first year beginning teachers on your staff for 2003?

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?

When completed please frefax this form to 0800 224 229 no later than Wednesday 5 February 2003. If any assistance is required in the completion of this form please contact Sharon Dewar, Ministry of Education, phone 0-4-463 8297.

Thank you very much for your time