



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Survey of Overseas Teachers 2001

PREPARED BY:

Sharon Dewar
Research Division
Ministry of Education

March 2002

Background

Since 1997, the Research Division of the Ministry of Education has undertaken a number of surveys of overseas teachers. The main aim of these surveys has been to monitor the numbers of 'relatively new' overseas teachers working in New Zealand and to find out how much longer they intended to teach in New Zealand.

Overseas teachers are permitted to work in New Zealand on a work permit for up to three years, after which time they are required to leave the country or obtain permanent residency here. Some overseas teachers will have already obtained permanent residency which provides a fair indication of their intention to remain in New Zealand. However, an accurate assessment of the extent to which overseas teachers are applying for permanent residency in New Zealand and of their future intentions is not known. The retention of overseas teachers is particularly significant when projecting the future demand for teachers.

New Zealand schools have experienced significant roll growth since 1995, predominately in the primary sector. Since then, one of the strategies used to meet the increased demand for teachers resulting from increasing roll growth has been to actively recruit teachers from overseas. As the roll growth in primary schools flows into secondary schools over the coming years, teacher supply initiatives are likely to focus more closely on the secondary sector than they have in previous years as the need for secondary teachers increases.

For example, to attract secondary teachers to come here, all overseas secondary teachers, appointed to a full-time position of 20 weeks or more are eligible for a \$3000 international relocation grant. Previously this allowance was available to all teachers but from January 2000 only certain primary positions are now eligible.

Mathematics, science and technology are the subject areas which continue to be most sought after by secondary schools. To increase our supply of teachers in these subject areas, the TeachNZ website¹ emphasises New Zealand's need for more secondary teachers, particularly in the areas of mathematics, science, technology and information and communications technology. The website features case studies of teachers from various countries who are working in New Zealand and of their experiences of teaching here. This is just one of the mechanisms used to positively promote teaching here.

While in previous years the surveys of overseas teachers have been carried out to cover both the primary and secondary sectors, this year it was decided to survey only teachers in intermediate, composite and secondary schools. The rationale for taking this approach was that growth was still evident at the intermediate school level (Years 7 and 8) even though primary school rolls were expected to have peaked in 2001. Current projections now expect Year 7 to peak in 2002 and Year 8 in 2003. Secondary school rolls are now increasing as primary students move through the school system and are expected to peak in 2006.

¹ www.teachnz.govt.nz

The Research Aim and Objectives

As with previous surveys of overseas teachers, the main aim of the latest survey was to determine the future teaching intentions of recently arrived teachers from overseas. However, differing from previous years, only intermediate and secondary school teachers were surveyed in 2001.

The second aim was to obtain specific background information on overseas teachers in intermediate and secondary schools, which could be helpful in targeting the recruitment of teachers from overseas in the future.

The objectives were to determine:

- how much longer overseas teachers intended to remain teaching in New Zealand;
- how many of the overseas teachers had permanent residency, or were considering applying for residency;
- where overseas teachers were from;
- the main teaching subjects of overseas teachers in secondary schools;
- what motivated overseas teachers to look for a teaching position outside their own country;
- what attracted overseas teachers specifically to New Zealand to teach;
- the ways in which overseas teachers found out that teaching positions were available in New Zealand; and
- how overseas teachers had applied for their first teaching position in New Zealand.

Definition of an Overseas Teacher

Using the same definition as the one used in the Teacher Vacancy Survey² at the beginning of the 2001 school year, an overseas teacher was defined as a teacher who has come from overseas to teach in New Zealand for the first time in either 1999, 2000 or 2001.

Method

Sample

Since 1997, a *Teacher Vacancy Survey* has been carried out at the beginning of each school year, the main purpose being to establish the number of teacher vacancies and the nature of these vacancies. However, it also collects some additional information such as the number of overseas teachers employed in each school. At the beginning of Term 1, 2001 this survey identified 415 overseas teachers employed in 192 intermediate and secondary schools. Overseas teachers within these 192 schools formed the sample for the 2001 survey of overseas teachers.

Data Collection

To obtain an updated total of the number of overseas teachers in these schools as at October 2001, principals in intermediate and secondary schools were asked to complete a form indicating any changes in the number of overseas teachers employed in their school since the *Teacher Vacancy Survey* at the beginning of the 2001 school year.

The principals were also asked to distribute a two-page questionnaire to all overseas teachers within their school who fitted our definition of an overseas teacher. The questionnaire design was similar to previous years and began by asking teachers to indicate when they first began teaching in New Zealand, their country of origin, whether they held permanent residency in New Zealand or were considering applying for it and how much longer they planned to stay teaching in New Zealand for.

² Ministry of Education. (2001). *Monitoring Teacher Supply: Survey of Staffing in New Zealand Schools at the Beginning of the 2001 School Year*. Research Division, Ministry of Education. Wellington.

A series of further questions asked teachers how they found out that teaching positions were available in New Zealand, why they decided to come to New Zealand and how they applied for their first teaching position. Teachers in secondary schools were also asked to indicate their main teaching subjects. A copy of the questionnaire can be found at the end of this report.

Questionnaires were to be completed and returned to the Research Division of the Ministry of Education at the end of October 2001.

Response rates

Of the 192 forms sent to principals in intermediate (N=21), and secondary (N=171) schools asking for confirmation of the number of overseas teachers employed in their schools, 168 were returned, yielding a response rate of 88 percent. These principals indicated there were 323 overseas teachers (fitting our definition) in their schools.

For the purposes of identifying a response rate for teachers, for the remaining 12 percent of principals who did not return a form the total number of overseas teachers in their schools was taken to be the same as that indicated in the *Teacher Vacancy Survey* at the beginning of the 2001 school year (N=41). There were, therefore, an estimated 364 overseas teachers eligible to participate in this year's survey of overseas teachers.

Completed questionnaires were received from 24 overseas teachers in intermediate schools and 244 in secondary schools, yielding an overall response rate of 74 percent.

Points to Note

- Only overseas teachers in intermediate, composite and secondary schools were surveyed in 2001.
- Data from composite schools have been combined with data from secondary schools. Throughout the report these results are referred to as simply secondary.
- To allow a comparison with previous years' data, the tables in the report provide details of results for both intermediate and secondary respondents. However, as the number of intermediate teachers is small (N=24) the discussion throughout the report focuses on the overall results, as well as those from secondary teachers only.
- Some comparisons with the data from previous surveys is only available for secondary respondents as some questions in the current survey were only asked of secondary teachers in previous surveys.

Results

Where The Overseas Teachers Were From

As can be seen from Table 1, the majority (65%) of all respondents were from either England (38%) or South Africa (27%). The proportion of secondary overseas teachers in New Zealand who were from England increased from 32 percent in 2000 to 41 percent in 2001 whereas the proportion of secondary teachers from South Africa decreased from 32 percent in 2000 to 24 percent this year (2001). The proportions of overseas secondary teachers from Canada, Scotland, and Australia remained fairly similar to the 2000 results.

Table 1: Country of origin of the overseas teachers

Country of origin	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
England	16.7	40.6	38.4
South Africa	58.3	23.8	26.9
Canada	4.2	5.3	5.2
Scotland	-	5.3	4.9
Australia	4.2	4.1	4.1
Other:	16.7	20.9	20.5
<i>Pacific Islands (Fiji)</i>	4.2	4.1	4.1
<i>Asia</i>	-	4.9	4.5
<i>USA</i>	-	2.0	1.9
<i>Ireland / Wales</i>	8.3	3.7	4.1
<i>Europe</i>	-	2.9	2.6
<i>African Nations</i>	4.2	1.6	1.9
<i>None of the above</i>	-	1.6	1.5
Total	100.0	100.0	100.0

Notes: 1. Countries in italics are those which make up the 'Other' country of origin category. In all other tables throughout this report, however, the 'Other' country of origin category is not broken down further in this way.
2. Due to rounding, percentages in brackets do not necessarily equal total of 'Other'.

Where The Overseas Teachers Were Teaching

In 2001, a significant number of overseas teachers in intermediate and secondary schools were teaching in the Auckland region (38%). However, there were proportionally fewer secondary overseas teachers in the Auckland region in 2001 (34%) than in 2000 (41%).

The two areas with the next highest concentrations of overseas teachers were the Wellington (13%) and Waikato regions (12%). Table 2 details the regional distribution of overseas intermediate and secondary teachers in 2001.

Table 2: National distribution of the overseas teachers

Region	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Northland	8.3	5.3	5.6
Auckland	79.2	34.4	38.4
Waikato	4.2	12.7	11.9
Bay of Plenty	-	5.3	4.9
Gisborne	-	2.0	1.9
Hawkes Bay	-	4.9	4.5
Taranaki	4.2	2.5	2.6
Manawatu-Wanganui	-	6.1	5.6
Wellington	4.2	13.9	13.1
West Coast	-	0.4	0.4
Canterbury	-	7.4	6.7
Otago	-	0.8	0.7
Southland	-	2.0	1.9
Tasman	-	0.4	0.4
Nelson	-	0.4	0.4
Marlborough	-	1.2	1.1
Total	100.0	100.0	100.0

As can be seen in Table 3, just over a third (35%) of all the teachers were teaching deciles 1-3 schools, compared with 25% who were teaching in deciles 8-10 schools.

A slightly higher proportion of overseas secondary teachers (33%) were teaching in lower decile schools in 2001 when compared with overseas secondary teachers in lower decile schools in 2000 (27%).

Table 3: *Deciles of schools where the overseas teachers were teaching in 2001*

Deciles of school	Intermediate teachers	Secondary teachers	All intermediate and secondary teachers
	(N=24) %	(N=244) %	(N=268) %
Decile 1	12.5	8.2	8.6
Decile 2	33.3	13.9	15.7
Decile 3	12.5	10.7	10.8
Decile 4	8.3	12.7	12.3
Decile 5	-	6.1	5.6
Decile 6	-	15.6	14.2
Decile 7	4.2	8.2	7.8
Decile 8	4.2	9.4	9.0
Decile 9	4.2	3.7	3.7
Decile 10	20.8	11.5	12.3
Total	100.0	100.0	100.0

When The Overseas Teachers Began Teaching In New Zealand

Almost twice as many overseas teachers (46%) teaching in intermediate and secondary schools in October 2001 began teaching here that same year (2001), compared with those who had been teaching here since 1999 (24%). Table 4 has further details.

Forty-nine percent of overseas secondary teachers in the current survey had been teaching here up to a year compared with 35 percent in the 2000 survey.

Table 4: *When the overseas teachers began teaching in New Zealand*

Months/years in which overseas teachers began teaching	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
1999			
January-March	25.0	11.9	13.1
April-June	8.3	3.7	4.1
July-September	4.2	4.1	4.1
October-December	12.5	1.2	2.2
2000			
January-March	12.5	16.8	16.4
April-June	8.3	4.9	5.2
July-September	8.3	6.1	6.3
October-December	4.2	2.0	2.2
2001			
January-March	4.2	32.4	29.9
April-June	8.3	8.6	8.6
July-September	4.2	5.3	5.2
October-December	-	2.5	2.2
Missing data*	-	0.4	0.4
Total	100.0	100.0	100.0

Note: *One secondary teacher did not indicate the month and the year when they began teaching in New Zealand.

The Overseas Teachers' Intentions for 2001 and Beyond

While well over half (57%) of the overseas teachers indicated that they intended to remain teaching in New Zealand beyond 2003, ten percent were planning to leave at the end of Term 4, 2001 (see Table 5a).

When looking specifically at the intentions of the secondary overseas teachers only, slightly fewer teachers (56%) indicated they were planning on staying in New Zealand longer term (i.e. beyond 2003) in the 2001 survey compared with those secondary teachers who intended remaining here longer term in 2000 (62%). There was also slight increase in the 2001 survey in those planning to leave at the end of the current year (10%) compared with those from the previous year's survey (5%).

Table 5a: *Intentions of the overseas teachers to remain teaching in New Zealand*

Intention to remain teaching in New Zealand until...	Intermediate teachers (N=24) %	Secondary Teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Term 4 2001	8.3	10.2	10.1
Term 1 2002	-	0.4	0.4
Term 2 2002	-	-	-
Term 3 2002	-	0.8	0.7
Term 4 2002	-	5.7	5.2
2002 but unsure when	8.3	2.5	3.0
Some time during 2003	-	2.9	2.6
End of 2003 school year	-	0.4	0.4
Beyond 2003	66.7	55.7	56.7
Unsure at this stage	16.7	20.9	20.5
Missing data	-	0.4	0.4
Total	100.0	100.0	100.0

As shown in Table 5b, those teachers who began teaching here in either 1999 (60%) or in 2000 (59%) were slightly more likely than those who began in 2001 (54%) to indicate that it was their intention to remain in New Zealand beyond 2003.

Table 5b: *Intention of the overseas teachers to remain teaching in New Zealand, by when they first began teaching here*

Intention to remain teaching in New Zealand until...	Secondary and intermediate teachers who began in 1999 (N=63) %	Secondary and intermediate teachers who began in 2000 (N=81) %	Secondary and intermediate teachers who began in 2001 (N=123) %
Term 4 2001	7.9	11.1	10.6
Term 1 2002	-	-	0.8
Term 2 2002	-	-	-
Term 3 2002	1.6	1.2	-
Term 4 2002	3.2	6.2	5.7
2002 but unsure when	6.3	1.2	2.4
Some time during 2003	-	2.5	4.1
End of 2003 school year	-	-	-
Beyond 2003	60.3	59.3	53.7
Unsure at this stage	20.6	18.5	22.0

Note: Year data for one teacher is missing therefore percentages do not add to 100%.

Permanent Residency In New Zealand

Many (62%) of the overseas teachers indicated they already had permanent residency in New Zealand (Table 6a).

Compared with the 2001 survey, slightly fewer overseas secondary teachers (60%) indicated having permanent residency (66% in 2000).

Table 6a: *Overseas teachers with permanent residency in New Zealand*

Permanent residency	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Already have residency	75.0	60.2	61.6
Have applied	4.2	6.6	6.3
Considering applying	8.3	11.1	10.8
No, not applying	4.2	7.4	7.1
Unsure at this stage	4.2	7.0	6.7
Missing data	4.2	7.8	7.5
Total	100.0	100.0	100.0

Note: Australian teachers have been excluded from this analysis as they do not require work or residence permits to teach in New Zealand. They are included in the missing data together with the non-responses.

As found in previous surveys of overseas teachers, in 2001, South Africans (89%) were the group of teachers who were most likely to already have permanent residency in New Zealand. Just under half (48%) of teachers from England also already had residency here. This has remained relatively unchanged over the years, with similar proportions of overseas secondary teachers from England indicating having permanent residency here in the 2000 (46%) and 2001 (47%) surveys. In contrast, there was a slight decrease in proportion of South African secondary teachers with permanent residency in 2001 (90%) compared with the previous year (95% in 2000).

Table 6b: *Permanent residency in New Zealand of the overseas teachers, by country of origin*

Permanent residency	Canada (N=14) %	England (N=103) %	Scotland (N=13) %	South Africa (N=72) %	Other (N=55) %
Already have residency	14.3	47.6	46.2	88.9	80.0
Have applied	7.1	7.8	7.7	4.2	7.3
Considering applying	14.3	21.4	-	4.2	3.6
No, not applying	42.9	9.7	15.4	1.4	-
Unsure at this stage	14.3	10.7	30.8	-	1.8
Missing data	7.1	2.9	-	1.4	7.3
Total	100.0	100.0	100.0	100.0	100.0

Note: Australian teachers have been excluded from this analysis as they do not require work or residence permits to teach in New Zealand.

Factors that Influenced The Overseas Teachers to Come to New Zealand to Teach

What influenced teachers to look for a teaching position outside their own country

In response to the question ‘What influenced your decision to look for a teaching position outside your own country’, half of all teachers (50%) responded that they had been planning to emigrate already (see Table 7). Similar results were found in the 1997, 1999 and 2000 surveys of overseas teachers.

Table 7: *What influenced the overseas teachers to look for a teaching position outside their own country*

What influenced decision	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Planning to emigrate already	54.2	50.0	50.4
Opportunity to travel	29.2	38.9	38.1
To gain teaching experience in another setting	33.3	38.5	38.1
Other	20.8	19.3	19.4

Note: As teachers could tick more than one option percentages do not add to 100 percent.

The main reason given by respondents in the ‘Other’ category was that they had come to New Zealand because their partner was from New Zealand or for other personal reasons such as their partner taking up employment here (8%). Other frequently mentioned factors included the lifestyle, facilities and the safe environment available in New Zealand (5%).

What attracted teachers to New Zealand

Advertising for teachers abroad to come to New Zealand has actively promoted the positive aspects of living in New Zealand and the lifestyle available here. Not surprisingly, then, the lifestyle available in New Zealand was the most frequently mentioned factor which attracted overseas teachers to come here to teach (76%). The outdoor pursuits available here (43%) and the availability of teaching positions (40%) were the next two most frequently mentioned attractions Table 8 provides further details.

In 2001, there was a slight increase in the proportion of overseas secondary teachers indicating that they were attracted to New Zealand by the lifestyle available (75%) compared with the previous year (70% in 2000). There was also an increase in those attracted here by the outdoor pursuits available (up from 37% in 2000 to 43% in 2001) and a decrease in those indicating the availability of teaching positions was what attracted them here (down from 47% in 2000 to 39% in 2001).

Teachers who began teaching in New Zealand for the first time in 1999 (52%) were more likely to indicate being attracted to New Zealand by the availability of teaching positions than those who began teaching in more recent years (28% in 2000 and 41% in 2001). Teachers who began teaching in 2001 (46%), on the other hand, were more likely to be attracted by the outdoor pursuits on offer than those who began in 1999 (37%).

Table 8: *What attracted the overseas teachers to New Zealand to teach*

Attraction to New Zealand	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
The lifestyle available	83.3	75.0	75.7
The outdoor pursuits available in New Zealand	37.5	43.0	42.5
The availability of teaching positions in New Zealand	50.0	38.9	39.9
Family reasons (family or friends already in New Zealand)	20.8	25.4	25.0
To gain teaching experience in the New Zealand education system	29.2	22.5	23.1
The availability of the relocation grant	12.5	12.3	12.3
Other	-	11.5	10.4

Note: As teachers could tick more than one option percentages do not add to 100 percent.

A number of respondents (10%) mentioned other reasons why they were attracted to New Zealand. These included the opportunity to experience new things and a love of teaching and the chance to embark on new teaching challenges.

How The Overseas Teachers Found Out About the Availability of Teaching Positions

A further question asked teachers to indicate how they found out that teaching positions were available in New Zealand. A range of options were provided on the questionnaire and respondents were asked to tick more than one option if they found out through a number of different means.

As can be seen in Table 9, the majority of all overseas teachers (71%) found out that teaching positions were available by reading information on the internet.

The majority of secondary teachers also found out by using the internet. This represents a continuing upward trend in this method of dissemination of information to teachers interested in coming here compared with the results from previous surveys of overseas secondary teachers (20% in 1997, 48% in 1999 and 61% in 2000).

Consistent with this result is the outcome from the current survey whereby those secondary teachers who began teaching in either 2000 (78%) or 2001 (72%) were more likely to use the internet to find out about teaching jobs here than those who began teaching in 1999 (59%).

Table 9: *How the overseas teachers found out that teaching positions were available in New Zealand*

Found out by...	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Reading about it on the Internet	58.3	71.7	70.5
Word of mouth	41.7	34.0	34.7
Reading articles and/or advertisements elsewhere	12.5	20.5	19.8
Contacting a Ministry of Education approved recruitment agency	8.3	9.8	9.7
Attending a TeachNZ seminar	-	6.6	6.0
Other	16.7	7.0	7.8

Note: As teachers could tick more than one option percentages do not add to 100 percent.

A number of respondents (8%) mentioned other ways in which they found out that teaching positions were available here. Most often respondents mentioned that they came to New Zealand first and then started to look for a job.

Whether The Overseas Teachers Had Received Information on Teaching in New Zealand

To help overseas teachers be better informed about teaching in New Zealand TeachNZ, a division of the Ministry of Education, has their own website providing prospective teachers with up-to-date information about teaching here. They also have information packs available on request which contain useful information similar to the information detailed on the website.

In the previous two year's surveys, secondary teachers only were asked to indicate whether they had received a TeachNZ information pack. In 2001, however, the question was reworded slightly and not only asked all overseas teachers whether they had received specific information on teaching in New Zealand and if they had, whether they had received an information pack or had visited the TeachNZ website.

As can be seen in Table 10, just under half of the secondary overseas teachers (48%) had visited the TeachNZ website. Proportionally fewer secondary teachers received an information pack through the mail in 2001 (45%) compared with those who indicated that they had received such a pack in the 2000 survey (57%). Ensuring that all essential information for teachers is now available on-line and encouraging teachers to utilise this medium, may help to explain this decrease. Around a third (32%) of secondary teachers did not receive specific information on teaching here.

A few secondary respondents (7%) mentioned receiving information through a variety of other means. These included through word of mouth from friends and colleagues, through New Zealand curriculum documents and through colleges of education in New Zealand.

Table 10: *The type of information overseas teachers received on teaching in New Zealand*

Did you receive specific information on teaching in New Zealand?	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Yes, I visited the TeachNZ website	41.7	47.5	47.0
Yes, I received a TeachNZ information pack	29.2	45.1	43.7
Yes, I received information through other means	4.2	6.6	6.3
No, I did not receive information	41.7	32.0	32.8

Note: As teachers could tick more than one option percentages do not add to 100 percent.

Applying for a Teaching Position in New Zealand

Overseas teachers were asked to indicate who they contacted to apply for their first teaching position in New Zealand. The options provided on the questionnaire included applying directly to a school for a teaching position or applying through a Ministry of Education-approved recruitment agency such as Oasis Education or Timeplan Education Group Limited.

As found in previous surveys, the large majority (90%) of overseas teachers applied to schools directly for their first teaching position.

A few respondents (4%) also mentioned other ways in which they applied for their first job such as through the internet, through their church or through an emigration agent.

Table 11: *Who the overseas teachers contacted to apply for their first teaching position in New Zealand*

Contacted...	Intermediate teachers (N=24) %	Secondary teachers (N=244) %	All intermediate and secondary teachers (N=268) %
Schools directly	66.7	91.8	89.6
A recruitment agency	33.3	5.3	7.8
Other	0.4	4.1	4.1

Note: As teachers could tick more than one option percentages do not add to 100 percent.

Those teachers who applied directly to a school for a teaching position (N=240) were then asked whether they had seen the vacancy listed in the Education Gazette on the Internet. Eighty-three percent (N=198) indicated they had seen the vacancy listed this way.

The Main Teaching Subjects of The Overseas Secondary Teachers

As can be seen in Table 12, mathematics (28%), and science subjects (27%) were the two most common subject areas taught by overseas teachers in secondary schools, similar to the 2000 survey data.

Similar proportions of teachers were teaching technology subjects (17%) and health and physical education (17%). This year there was a drop in the proportion of overseas secondary teachers teaching English, down from 19 percent in 2000 to 11 percent in 2001. Table 12 has further details.

Table 12: *Main teaching subjects of the overseas secondary teachers*

Main teaching subjects	Secondary Teachers (N=244) %
Mathematics	27.9
Sciences (includes Chemistry, Physics, Biology)	27.5
Health and Physical Education (includes Outdoor Education)	17.2
Technology (includes Graphics, Home Economics)	16.8
Geography/History/Social Studies	13.9
English	11.1
The Arts (includes Drama, Music, Visual Arts, Art History)	9.8
Commerce/Economics/Accounting	8.6
Languages (other than English)	5.3
Other (includes Guidance, Counselling, transition)	4.1

Note: As some teachers indicated more than one subject area percentages do not add to 100 percent.

Conclusion and Discussion

Unlike the previous surveys of overseas teachers undertaken, the 2001 survey of overseas teachers focussed on those teachers in intermediate and secondary schools only. The main reason for this was to monitor the overseas teachers in the sectors where there is current and predicted future roll growth.

There were no real surprises, however, in the data from the 2001 survey with many of the results following similar patterns to the results from previous surveys conducted in 1997, 1998, 1999, and 2000.

As found previously, the lifestyle available in New Zealand was the biggest factor which attracted teachers to come here (76%). The outdoor pursuits available in New Zealand and the availability of teaching positions here were also frequently mentioned as pulling factors.

When asked why they had looked for a teaching position outside their own country, half of all teachers indicated that they had been planning to emigrate already.

Sixty-two percent of all overseas teachers already had permanent residency in New Zealand when they were surveyed and well over half (57%) of teachers intended staying here beyond 2003.

While the majority (64%) of overseas secondary teachers surveyed in 2001 were from either England or South Africa, the same percentage as in 2000, the proportions of teachers from these countries had changed from the 2000 survey. In 2000, 32 percent of secondary teachers were from either South Africa or England whereas in 2001 the proportion of English secondary teachers had increased to 41 percent with a decrease in those from South Africa (24%).

The TeachNZ website highlights the current shortage in New Zealand secondary schools of mathematics, science, technology and communications technology teachers. Producing a similar result to last year, mathematics and science subjects were, again, the subject areas overseas secondary teachers most frequently taught in. Proportionately fewer teachers, however, were teaching English in 2001 compared with the previous year (2000).

In 2001, there was an increase in the proportion of secondary overseas teachers using the internet to find out that teaching jobs were available in New Zealand, up from 61% in 2000 to 72% this year. The TeachNZ website was also accessed by 47% of all teachers to find out specific information on teaching in New Zealand.

As secondary school rolls increase over the coming years so will the demand for teachers within this sector. It is likely, therefore, that the recruitment of secondary teachers from overseas will continue to be one of the strategies used to meet the increasing demand for teachers. The Ministry of Education will continue to monitor the staffing levels in New Zealand schools and, in particular, the overseas teachers teaching here.



--	--	--	--	--	--

MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

SURVEY OF OVERSEAS TEACHERS 2001

This survey is for overseas teachers who have come from overseas to teach for the first time in New Zealand in 1999, 2000 or 2001.

Did you first start teaching in New Zealand prior to 1999 (If yes, *please tick*) ...

Are you in New Zealand on a teacher exchange scheme (If yes, *please tick*)...

If you ticked either of these boxes, you need not complete the rest of this survey. Please now return this questionnaire in the Freepost envelope attached.

The responses you provide in this questionnaire will remain confidential to the researchers. No individual person or school will be identified when the results of the survey are reported.

1. When did you first begin teaching in New Zealand?

Month/Year (eg January 2001 /)

2. Please indicate your country of origin.

Australia Canada England Scotland
South Africa Other (*please specify*) _____

If you are Australian, please skip to Question 4.

3a. Do you have permanent residency in New Zealand?

Yes No

3b. If not, are you considering applying, or have you applied, for permanent residency?

Yes, have applied Yes, considering applying
No Unsure at this stage

4. How long do you plan to stay teaching in New Zealand?

I am planning (intending) to stay until...

2001 Term 4.....	<input type="checkbox"/>	Some time during 2003.....	<input type="checkbox"/>
2002 Term 1.....	<input type="checkbox"/>	End of 2003 school year.....	<input type="checkbox"/>
Term 2.....	<input type="checkbox"/>	Beyond 2003.....	<input type="checkbox"/>
Term 3.....	<input type="checkbox"/>		
Term 4.....	<input type="checkbox"/>	Unsure at this stage	<input type="checkbox"/>
2002 but unsure when.....	<input type="checkbox"/>		

5. If you are a secondary teacher, please indicate your **main** teaching subject(s)?

English Mathematics Technology Sciences Physical Education

Other subjects (*please specify*) _____

6. How did you find out that teaching positions were available in New Zealand?

(You may tick more than one option)

I heard by word of mouth (eg from friends)

I contacted a Ministry of Education approved recruitment agency (eg Oasis Education, Timeplan)....

I read about it on the Internet (eg NZ online, TeachNZ, the Education Gazette)

I read articles and/or advertisements elsewhere (eg newspapers)

I attended a TeachNZ seminar (1998 or 2000)

Other (please specify) _____

7. Did you receive specific information on teaching in New Zealand?

Yes

No

If yes, did you ... Receive a TeachNZ information pack

... Visit the TeachNZ website

... Other (please specify) _____

8. What influenced your decision to look for a teaching position **outside** your own country? (You may tick more than one option.)

To gain teaching experience in another setting/culture

Planning to emigrate already

Opportunity to travel

Other (please specify) _____

9. What attracted you to **New Zealand** to teach? (You may tick more than one option.)

Availability of teaching positions in New Zealand

To gain teaching experience in the NZ education system

The lifestyle available in New Zealand

The outdoor pursuits available in New Zealand

The availability of the relocation grant

Family reasons (family or friends already in New Zealand)

Other (please specify) _____

10a. How did you apply for the teaching position to which you were **first** appointed in New Zealand?

I applied directly to the school (or the school's principal)

I contacted a recruitment agency (eg Oasis Education, Timeplan)

Other (please specify) _____

10b. If you applied directly to a school, where did you see the vacancy advertised?

The Education Gazette on the Internet.....

Other (please specify) _____

Thank you very much for your time. Please post the questionnaire to Freepost 702, Private Bag 761, Wellington (no stamp required) by **Wednesday 31 October 2001**.