



**MINISTRY OF EDUCATION**

*Te Tāhuhu o te Mātauranga*

# Survey of Overseas Teachers 2003

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PREPARED BY:

**Vijayantimala Anand**

**Sharon Dewar**

Research Division

Ministry of Education

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Research Division  
Ministry of Education  
PO Box 1666  
Wellington  
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## 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. Roll growth in the primary sector is, however, expected to decline over the next few years as students move through the school system from primary to secondary school. Increased roll growth is now being experienced in the secondary sector and will continue until at least 2006. Demand for teachers in secondary schools will, therefore, 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 focussed mainly on increasing the number of primary school teachers but more recently, the focus has shifted to increasing the number of teachers in secondary schools. One of the options used to meet the increasing demand for teachers has been to recruit qualified teachers from overseas. To attract secondary teachers to come to New Zealand to teach, all overseas secondary teachers appointed to a full-time position of 20 weeks or more are eligible for a \$3000 international relocation grant. The TeachNZ<sup>1</sup> website also provides overseas teachers with detailed information about teaching in New Zealand and features case studies of teachers from various countries who are working in New Zealand and of their experiences of teaching here.

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. The retention of overseas teachers is particularly significant when projecting the future demand for teachers. The following report details the results from the latest survey which focused solely on the experiences of teachers in New Zealand secondary and composite schools. The last survey of overseas teachers, completed in October 2001, surveyed overseas teachers in intermediate, secondary and composite schools.

## The Research Aim and Objectives

The main aim of the 2003 survey was to determine the future teaching intentions of recently arrived teachers from overseas.

The second aim was to obtain specific background information on overseas teachers in composite 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;
- how long it took overseas teachers to secure their first teaching position after they arrived in New Zealand;
- how long were overseas teachers appointed for in their first teaching position;
- the main teaching subjects of overseas teachers in secondary schools;

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<sup>1</sup> [www.teachnz.govt.nz](http://www.teachnz.govt.nz)

- 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 a *Teacher Vacancy Survey*<sup>2</sup> at the beginning of the 2003 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 2001, 2002 or 2003.*

### **Method**

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, some additional information, such as the number of overseas teachers employed in each school is also collected. At the beginning of Term 1, 2003 this survey identified 643 overseas teachers employed in 222 composite and secondary schools.

In order to obtain an updated total of the number of overseas teachers in schools as at September 2003, principals in all composite and secondary schools (N=401) were asked to complete a form indicating changes in the number of overseas teachers employed in their school since the *Teacher Vacancy Survey* was undertaken at the beginning of the 2003 school year.

The principals were also asked to distribute a questionnaire to all overseas teachers within their school who fitted our definition of an overseas teacher. The questionnaire design was similar to the one used in the 2001 overseas teachers survey, although a few new questions were added in 2003. The survey began by asking teachers to indicate when they first arrived in New Zealand, how long it took them to secure their first teaching position after their arrival, 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. 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 were also asked for some personal background information such as their country of origin, age, gender and 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 by September 2003.

### **Response rates**

Of the 401 forms sent to principals in composite (N=79) and secondary (N=322) schools, 360 completed forms were returned, yielding a response rate of 90 percent. These principals indicated there were 689 overseas teachers (fitting our definition) in their schools.

For the remaining 10 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 2003 school year (N=69). There were, therefore, an estimated 758 overseas

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<sup>2</sup> Ministry of Education. (2003). *Monitoring Teacher Supply: Survey of Staffing in New Zealand Schools at the Beginning of the 2003 School Year*. Research Division, Ministry of Education, Wellington.

teachers eligible to participate in the 2003 survey of overseas teachers, significantly more than were eligible to participate in the 2001 survey (N=364).

Completed questionnaires were received from 38 overseas teachers in composite schools and 500 in secondary schools, yielding an overall response rate of 71 percent (based on an estimated number of eligible overseas teachers).<sup>3</sup>

## Points to Note

- Only overseas teachers in composite and secondary schools were surveyed in 2003.
- Data from composite schools have been combined with data from secondary schools. Throughout the report these results are referred to as simply secondary. This is to allow comparison with the data from the 2001 survey of overseas teachers.

## Results

### Where the Overseas Teachers Were From

As can be seen from Table 1, the majority (58%) of all respondents were from either England (41%) or South Africa (16%). The proportion of secondary overseas teachers in New Zealand who were from England has remained almost the same as in the 2001 survey whereas the proportion of secondary teachers from South Africa has decreased from 24 percent in 2001 to 16 percent in 2003. The proportions of overseas secondary teachers from Canada, Scotland, and Australia had only minor variations compared to the 2001 results.

**Table 1:** *Country of origin of the overseas teachers*

Country of origin <sup>1</sup>	Secondary teachers (N=539) %
England	41.4
South Africa	16.3
Canada	6.3
Scotland	3.7
Australia	4.3
Other:	28.0
<i>Pacific Islands (Fiji)</i>	7.2
<i>Asia</i>	6.3
<i>USA</i>	2.6
<i>Ireland / Wales</i>	3.9
<i>Europe</i>	4.9
<i>African Nations</i>	2.1
<i>None of the above</i>	1.1
<b>Total</b>	<b>100.0</b>

**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 italics do not necessarily equal total of 'Other'.

<sup>3</sup> One completed questionnaire was returned without any school information attached. Therefore, the total number of overseas teachers who responded to the 2003 survey was 539. This questionnaire was taken into account in calculating the response rate. A few completed questionnaires were excluded from the sample as they did not fit into the definition of overseas teachers used for this survey and these were not included in the response rate of 71 per cent. Note that percentages in the tables of this report were calculated as a proportion of 539 overseas teachers.

### Where the Overseas Teachers Were Teaching

In 2003, a significant number of overseas teachers in secondary schools were teaching in the Auckland region (41%). This was seven percent higher than the proportion of secondary overseas teachers in the Auckland region in 2001 (34%).

In addition, under a third (29%) of secondary teachers in New Zealand was teaching in the Auckland region close to the time when this survey was carried out. Clearly, there were more overseas secondary teachers in the Auckland region compared to the population of secondary teachers in that region.

The two areas with the next highest concentrations of overseas teachers were the Wellington (11%) and Canterbury regions (9%). Table 2a details the regional distribution of secondary overseas teachers in 2003 and of all secondary teachers in the country as at January 2004.

**Table 2a:** *National distribution of the overseas teachers*

Local Body Region	Overseas Secondary Teachers (N=539) %	Secondary Teachers in New Zealand by region <sup>2</sup> (N=15,506) %
Northland	5.2	3.8
Auckland	41.4	29.3
Waikato	7.6	8.5
Bay of Plenty	6.3	6.1
Gisborne	0.9	1.3
Hawkes Bay	3.2	4.6
Taranaki	1.7	3.4
Manawatu-Wanganui	5.8	6.5
Wellington	11.3	11.2
West Coast	1.3	0.8
Canterbury	8.7	12.8
Otago	2.4	5.3
Southland	1.3	2.8
Tasman	0.9	1.0
Nelson	1.1	1.7
Marlborough	0.7	0.9
Missing <sup>1</sup>	0.2	-
Total	100.0	100.0

Notes: 1. One overseas teacher's return did not have any information about the school where they were currently teaching.

2. There were 15,506 secondary teachers teaching in New Zealand as at January 2004. This was the closest information available given that this survey was conducted in September 2003.

Table 2b shows a breakdown of the number of overseas secondary teachers by Ministry of Education regional office. Proportionately, more overseas secondary teachers were teaching in the Northern region than in the Southern region in 2003.

**Table 2b:** *Distribution of the overseas teachers by Ministry of Education regional office*

Ministry of Education Regional Office	Secondary Teachers (N=539) %
Northern	46.8
Central North	18.0
Central South	18.6
Southern	16.5
Missing <sup>1</sup>	0.2
Total	100.0

**Notes:** 1. One overseas teacher's return did not have any information about the school where they were currently teaching.

More specifically, close to a third (30%) of overseas secondary teachers from the Auckland region was teaching in the North Auckland region while 70 percent were teaching in the South Auckland region (see Table 2c below).

**Table 2c:** *Distribution of the overseas teachers in the Auckland Region*

Ministry of Education Local Office <sup>1</sup>	Secondary Teachers (N=223) %
Auckland North	30.5
Auckland South	69.5
Total	100.0

**Note:** 1. Previously known as, Ministry of Education Property District.

As can be seen in Table 3, more than a fifth (24%) of the overseas secondary teachers were currently teaching in deciles<sup>4</sup> 1-3 schools, compared with 30% who were teaching in deciles 8-10 schools. In 2001, these percentages were 33% and 25% respectively.

<sup>4</sup> A school's decile indicates the extent to which the school draws its students from low socio-economic communities. Decile 1 schools are the 10 percent of schools with the highest proportion of students from low socio-economic communities, whereas Decile 10 schools are the 10 percent of schools with the lowest proportion of these students. Six factors are used in determining a school's socio-economic indicator. Five of these (household income, parents' occupations, household crowding, parents' educational qualifications, and parents receiving income support) are based on families with school age children within the catchment area of the school. This information is combined with the sixth factor, school ethnicity data (the proportion of Maori and Pasifika students, and, from 2003, refugee students receiving ESOL support) to determine the school's socio-economic indicator and thus the school's decile.

**Table 3:** Deciles of schools where the overseas teachers were teaching when surveyed in 2003

Deciles of school	Secondary teachers (N=539) %
Decile 1	6.7
Decile 2	8.4
Decile 3	8.4
Decile 4	10.0
Decile 5	12.6
Decile 6	13.9
Decile 7	9.3
Decile 8	7.6
Decile 9	10.0
Decile 10	12.6
Missing	0.6
Total	100.0

**Gender of Overseas Secondary Teachers**

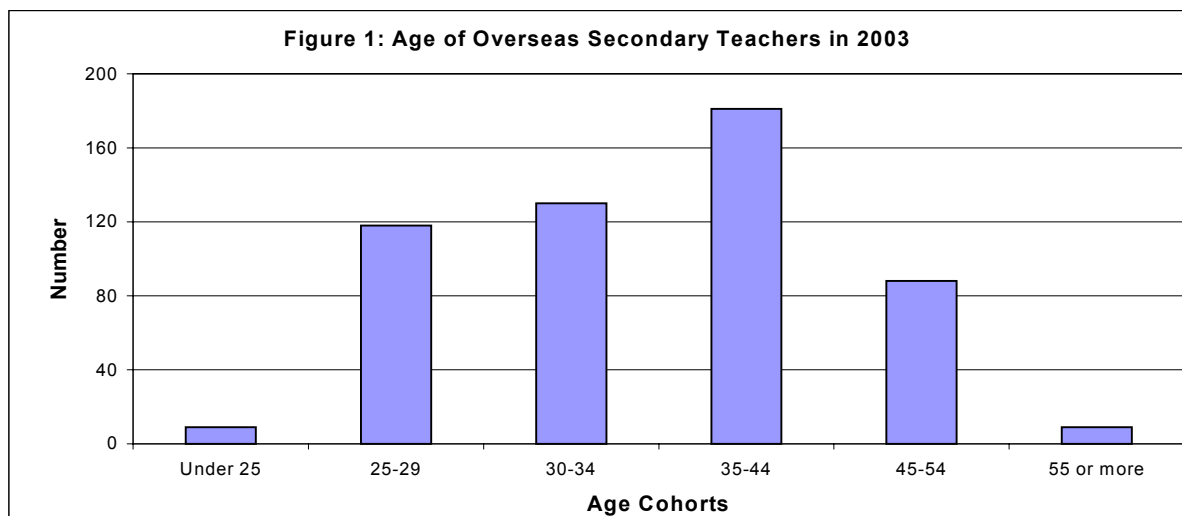
In 2003, 44% of the overseas secondary teachers surveyed were male while 56% were female. This is shown in Table 4 below.

**Table 4:** Gender of overseas secondary teachers

Gender	Secondary teachers (N=539) %
Male	43.6
Female	55.5
Missing	0.9
Total	100.0

**Age of Overseas Secondary Teachers**

Figure 1 below shows that most overseas teachers who responded to the 2003 survey were between 25 and 44 years of age (80%).



## **When The Overseas Secondary Teachers Arrived In New Zealand And The Time Taken To Secure Their First Teaching Position**

For the 2003 survey, a number of questions were changed from those asked in previous surveys in order to determine how long overseas teachers may have been in New Zealand prior to securing their first teaching position.

The 2003 survey asked overseas secondary teachers to indicate when they arrived in New Zealand and then to indicate the length of time taken between arriving in New Zealand and securing their first teaching position<sup>5</sup>.

A number of teachers appeared to have misinterpreted these questions and there were inconsistencies in the answers they provided. Seventy overseas secondary teachers indicated that they arrived in the country prior to 2001. Over half (54%) of these teachers, however, took a year or more to secure their first teaching position since their arrival and therefore met the definition of an overseas teacher. Due to the small number of remaining teachers (N=33) and the nature of their answers, it was decided to also leave these teachers in the sample.

As shown in Table 5, over half of overseas secondary teachers arriving in 2003 (54%) and forty percent of all teachers surveyed had already secured a teaching position before their arrival into the country. Very few teachers (N=29) who arrived in either 2001 or 2002 took one year or more to secure a teaching position.

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<sup>5</sup> Overseas teachers were asked not to consider any daily relief teaching when answering this question.

**Table 5<sup>6</sup>:** *When the overseas secondary teachers arrived in New Zealand and the time taken to secure their first teaching position*

Months/years in which overseas secondary teachers arrived in New Zealand	Proportion of overseas secondary teachers securing their first teaching position since their arrival					
	Had already secured before arrival (N=214) %	Less than a month (N=81) %	One to 3 months (N=87) %	More than 3 but less than 6 months (N=52) %	Six months but less than a year (N=38) %	One year or more (N=67) %
Prior to 2001	3.3	9.9	5.7	5.8	23.7	56.7
2001						
January-March	7.9	2.5	4.6	-	10.5	9.0
April-June	2.8	6.2	1.1	3.8	5.3	9.0
July-September	2.8	4.9	6.9	19.2	5.3	9.0
October-December	1.9	7.4	16.1	19.2	10.5	9.0
2002						
January-March	9.8	11.1	16.1	9.6	15.8	7.5
April-June	1.4	6.2	2.3	5.8	5.3	-
July-September	9.3	11.1	12.6	17.3	15.8	-
October-December	7.0	6.2	16.1	3.8	2.6	-
2003						-
January-March	30.4	23.5	13.8	7.7	-	-
April-June	7.9	9.9	-	1.9	-	-
July-September	15.0	1.2	2.3	5.8	-	-
October-December	0.5		2.3		-	-
Missing	-	-	-	-	5.3	-
Total	100.0	100.0	100.0	100.0	100.0	100.0

**Note:** One return did not have any information about the month or year in which the overseas teacher arrived in New Zealand.

### How Long Overseas Secondary Teachers Were Employed For In Their First Teaching Position

Table 6 shows that more than half (55%) of the overseas secondary teachers who responded to our survey were permanently employed in their first teaching position<sup>7</sup>. Nearly a third had secured a teaching position of 20 weeks or more.

**Table 6:** *How long overseas teachers were appointed for in their first teaching position*

Length of appointment	Secondary Teachers (N=539) %
Less than 6 weeks	1.5
6-19 weeks	11.7
20 weeks or more	32.8
Permanent employment	54.7

**Note:** Four respondents ticked more than one option, therefore total exceeds more than 100 per cent.

<sup>6</sup> Table 5 of this report cannot be compared with Table 4 of the 2001 report, as the wording of the two questions is different. The 2003 survey asked overseas teachers to indicate when they arrived in the country while the 2001 survey asked them to indicate when they first began teaching here.

<sup>7</sup> Overseas teachers were asked not to consider any daily relief teaching when answering this question.

Table 7 shows the deciles of the schools where these overseas secondary teachers were teaching in their first teaching position in New Zealand<sup>8</sup>. Looking at the data in this table with the data in Table 3 earlier, a slightly higher proportion of overseas teachers surveyed (around 2% in each decile) were now teaching in deciles 6, 8 and 10 schools compared with when these teachers first started teaching here. There was a corresponding decrease in the proportion of these overseas teachers now teaching in decile 3 schools (from 11% to 8%) and decile 7 schools (from 12% to 9%). These results should be viewed with caution, however, as decile information could not be obtained for the schools at which 167 overseas teachers first began teaching.

**Table 7:** *Deciles of schools where the overseas teachers were teaching in their first teaching position*

Deciles of school	Secondary teachers (N=372) %
Decile 1	6.5
Decile 2	8.9
Decile 3	11.0
Decile 4	9.1
Decile 5	13.2
Decile 6	11.8
Decile 7	11.6
Decile 8	5.4
Decile 9	10.2
Decile 10	10.5
Missing	1.9
Total	100.0

### **The Number of Schools Overseas Secondary Teachers Taught In**

Overseas teachers were asked to indicate the number of schools they taught in since they began teaching in New Zealand. They were asked to include the school they were currently teaching at and not to consider any daily relief teaching in their response. Table 8 shows that 83 percent of overseas secondary teachers have taught in just one school since they began teaching in 2001, 2002 or 2003.

Ninety overseas teachers (17%) had taught in more than one school. The availability of only a short-term contract or a long-term relief position was the most common reason that overseas teachers quoted for their first school change. Other reasons for school change included movement to a new region in New Zealand, a better teaching position offered elsewhere or a change in career.

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<sup>8</sup> Overseas secondary teachers were asked to write down the name of the school they first taught at in New Zealand. Out of the 539 completed questionnaires, only 372 school names could be matched with the Ministry of Education school profile information as information in both databases has to be identical to enable a match to be made.

**Table 8:** *Number of schools overseas teachers taught in since they began teaching in New Zealand*

Number of schools overseas secondary teachers taught in	Secondary teachers (N=539) %
One school	82.7
Two schools	13.5
Three schools	1.5
More than three schools	1.7
Missing	0.6
Total	100.0

### **The Number of Years of Experience Overseas Secondary Teachers Had Prior To Coming to Teach in New Zealand**

Table 9 below shows that 44 percent of overseas secondary teachers in 2003 had less than three years teaching experience prior to coming to New Zealand to teach. More than a third (36%) had 10 years or more teaching experience.

**Table 9:** *Number of years of experience of overseas teachers prior to coming to New Zealand*

Number of years of experience	Secondary teachers (N=539) %
No previous teaching experience	7.1
Less than 3 years teaching experience	44.3
3-10 years teaching experience	11.7
10 or more years teaching experience	36.2
Missing	0.7
Total	100.0

### **The Overseas Teachers' Intentions for 2003 and Beyond**

Just over half (53%) of the overseas secondary teachers indicated that they intended to remain teaching in New Zealand beyond 2005. This compares with a slightly higher proportion (56%) of overseas secondary teachers who were planning on staying in New Zealand longer term (i.e. beyond 2003) in the 2001 survey. The 2003 survey revealed that 7% of overseas secondary teachers were planning to leave at the end of either Term 3, 2003 or Term 4, 2003 (see Table 10a) compared to 10% of overseas secondary teachers who were planning to leave at the end of the academic year in 2001.

**Table 10a: Intentions of the overseas teachers to remain teaching in New Zealand**

Intention to remain teaching in New Zealand until...	Secondary teachers (N=539) %
Term 3 2003	0.2
Term 4 2003	5.0
Term 1 2004	1.1
Term 2 2004	1.5
Term 3 2004	0.6
Term 4 2004	2.0
2004 but unsure when	3.2
Some time during 2005	1.5
End of 2005 school year	1.5
Beyond 2005	53.6
Unsure at this stage	28.8
Missing	1.1
Total	100.0

Table 10b<sup>9</sup>, provides a breakdown of the intentions of overseas teachers by when they arrived in New Zealand. As shown, around half (48%) of those who arrived in 2003 intended to stay beyond 2005. A larger proportion of those arriving in 2001 (59%) and in 2002 (57%), however, intended to stay beyond 2005.

**Table 10b: Intention of the overseas teachers to remain teaching in New Zealand, by when they first arrived in New Zealand**

Intention to remain teaching in New Zealand until...	Overseas secondary teachers who arrived prior to 2001 (N=70) %	Overseas secondary teachers who arrived in 2001 (N=133) %	Overseas secondary teachers who arrived in 2002 (N=167) %	Overseas secondary teachers who arrived in 2003 (N=169) %
Term 3 2003	-	-	0.6	-
Term 4 2003	4.3	3.0	7.2	4.7
Term 1 2004	-	0.8	1.2	1.8
Term 2 2004	-	3.0	0.6	1.8
Term 3 2004	1.4	-	-	1.2
Term 4 2004	4.3	1.5	0.6	3.0
2004 but unsure when	2.9	3.8	1.8	4.1
Some time during 2005	1.4	0.8	-	3.6
End of 2005 school year	-	0.8	3.0	1.2
Beyond 2005	48.6	59.4	56.9	47.9
Unsure at this stage	35.7	27.1	25.7	30.2
Missing	1.4	-	2.4	0.6
Total	100.0	100.0	100.0	100.0

### Changes in the Intentions of Overseas Secondary Teachers since Their Arrival in New Zealand

Overseas secondary teachers were asked if their view of how long they intended to stay in New Zealand (results of which are shown in Table 10b) had changed since they arrived here. Table 11 shows that 45 percent of overseas secondary teachers indicated that they always planned to stay for

<sup>9</sup> Table 10b of this report cannot be compared with Table 5b of the 2001 report, as the wording of the two questions is different. The 2003 survey asked overseas teachers to indicate when they arrived in the country while the 2001 survey asked them to indicate when they first began teaching here.

this period. Seventeen percent indicated that they were staying longer than originally planned while seven percent planned to leave earlier.

Overseas secondary teachers who had changed their view of how long they would stay to teach in New Zealand were asked to provide reasons. Those who decided to stay longer than originally planned had been influenced by the lifestyle, outdoor opportunities in New Zealand and enjoyed teaching in the school they were at. Those who decided to leave earlier than originally planned indicated reasons such as low salary levels compared to their home country, heavy workload, frustration caused by the introduction of the NCEA<sup>10</sup> and the difficulty in securing a permanent position.

**Table 11:** *Changes in the intentions of overseas secondary teachers since their arrival in New Zealand*

Whether overseas teachers had changed their view on staying in New Zealand since arriving here	Secondary teachers (N=539) %
Yes, leaving earlier than originally planned	7.1
Yes, staying longer than originally planned	17.1
Yes, was not sure originally how long would stay	9.8
No, always planned to stay for this period	45.3
No, still unsure	17.1
Missing	3.7
Total	100.0

### Permanent Residency in New Zealand

Over half (54%) of the overseas secondary teachers indicated they already had permanent residency in New Zealand (Table 12a). This percentage had decreased slightly from the results of the 2001 survey when 60 percent of the overseas secondary teachers surveyed had permanent residency. In the 2003 survey, there was an increase in the proportion of overseas teachers who indicated they had applied for permanent residency (from 7% in 2001 to 11% in 2003) and those who were considering applying (from 11% in 2001 to 17% in 2003).

**Table 12a:** *Overseas secondary teachers with permanent residency in New Zealand*

Permanent residency	Secondary teachers (N=539) %
Already have residency	53.8
Have applied	10.8
Considering applying	16.5
No, not applying	8.3
Unsure at this stage	4.6
Missing data	5.9
Total	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.

Revealing similar results to the previous surveys of overseas secondary teachers, in 2003, South Africans (85%) were the group of teachers who were most likely to already have permanent

<sup>10</sup> The National Certificate of Educational Achievement (NCEA) is New Zealand's national qualification. NCEA Level 1 replaced School Certificate in 2002 for Year 11 students. Level 2 was introduced in 2003 and Level 3 in 2004, for Year 12 and Year 13 students respectively and replaces Sixth Form Certificate and university bursary qualifications.

residency in New Zealand. Ninety percent of South African secondary teachers had permanent residency in 2001 and 95 percent in 2000. Just under half (45%) of teachers from England also already had residency here in 2003. The proportion of English teachers with residency here remained relatively unchanged over the past few years in which surveys of overseas teachers have been undertaken (46% in 2000 and 47% in 2001).

**Table 12b:** *Permanent residency in New Zealand of the overseas teachers, by country of origin*

Permanent residency	Canada (N=34) %	England (N=222) %	Scotland (N=20) %	South Africa (N=88) %	Other (N=152) %
Already have residency	14.7	44.6	45.0	85.2	69.1
Have applied	8.8	14.9	10.0	10.2	9.9
Considering applying	17.6	27.0	30.0	3.4	11.8
No, not applying	41.2	9.0	5.0	-	5.9
Unsure at this stage	17.6	4.5	10.0	1.1	3.3
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 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’, under half of all teachers (41%) responded that they had been planning to emigrate already (see Table 13). This was nine percent lower than the percentage of teachers planning to emigrate already in the 2001 survey. A significantly higher proportion (49%) of overseas secondary teachers, in 2003, indicated that the opportunity to travel influenced their decision compared to the 2001 data (39%).

**Table 13:** *What influenced the overseas teachers to look for a teaching position outside their own country*

What influenced decision	Secondary Teachers (N=539) %
Planning to emigrate already	41.0
Opportunity to travel	49.4
To gain teaching experience in another setting	37.1
Other	20.0

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

The main reason given by just under half (46%) of respondents in the ‘Other’ category was that they had come to New Zealand because their partner was from New Zealand or that partner was taking up employment here. Other frequently mentioned factors included the lifestyle, facilities and the safe environment available in New Zealand.

### ***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 continued to be the most frequently mentioned factor, which attracted

overseas secondary teachers to come here to teach (72%). Similar results were documented in the 2001 survey when 75 percent of overseas secondary teachers indicated being attracted by the lifestyle.

The outdoor pursuits available here (down from 43% in 2001 to 38% in 2003) and the availability of teaching positions (down from 39% in 2001 to 35% in 2003) were the next two most frequently mentioned attractions. Table 14 provides further details.

Thirty one percent of overseas secondary teachers arrived in New Zealand for the first time in 2003 (see Table 10b). These overseas teachers were more likely to indicate being attracted to New Zealand by the availability of teaching positions (44%) than those who arrived in the country in more distant years (37% in 2002 and 31% in 2001). Teachers who arrived in 2001 and 2002, on the other hand, were more likely to indicate being attracted to New Zealand because of family reasons (such as family or friends already in the country) than those who arrived in 2003 (23% in 2003 compared to 36% in 2002 and 38% in 2001).

**Table 14:** *What attracted the overseas teachers to New Zealand to teach*

Attraction to New Zealand	Secondary teachers (N=539) %
The lifestyle available	71.8
The outdoor pursuits available in New Zealand	37.7
The availability of teaching positions in New Zealand	35.4
Family reasons (family or friends already in New Zealand)	31.7
To gain teaching experience in the New Zealand education system	20.2
The availability of the relocation grant	6.9
Other	17.3

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

A number of respondents (17%) 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 Secondary 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 15, the majority of overseas secondary teachers (74%) found out that teaching positions were available by reading information on 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 (61% in 2000 and 72% in 2001). The proportions of overseas secondary teachers who found out about the availability of teaching positions in New Zealand by contacting a Ministry of Education approved recruitment agency in (11% in 2003 and 10% in 2001) or by attending a TeachNZ seminar (6% in 2003 and 7% in 2001) had remained almost the same since the last survey was conducted in 2001.

Those secondary teachers who arrived in New Zealand in either 2002 (79%) or 2003 (76%) were slightly more likely to use the internet to find out about teaching jobs here than those who arrived here in 2001 (74%).

**Table 15:** *How the overseas secondary teachers found out that teaching positions were available in New Zealand*

Found out by...	Secondary teachers (N=539) %
Reading about it on the Internet	74.4
Word of mouth	29.1
Reading articles and/or advertisements elsewhere	20.4
Contacting a Ministry of Education approved recruitment agency	10.9
Attending a TeachNZ seminar	5.8
Other	8.3

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 contacted the schools themselves by phone, email or by personally visiting the principals of the schools.

### **Whether The Overseas Secondary Teachers Had Received Information On Teaching In New Zealand**

To help overseas teachers be better informed about teaching in New Zealand, TeachNZ<sup>11</sup>, 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.

As in the 2001 survey, overseas secondary teachers were asked to indicate whether they had received any specific information on teaching in New Zealand prior to their arrival in the country and, if they had, whether they had received an information pack or had visited the TeachNZ website. Sixty-seven percent of overseas secondary teachers indicated that they had received specific information on teaching in New Zealand.

As can be seen in Table 16, over half (57%) of the secondary overseas teachers had visited the TeachNZ website. Proportionally fewer overseas secondary teachers had received an information pack through the mail in 2003 (24%) compared to the 2001 survey (45%). 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. As in the 2001 survey, around a third (30%) of secondary teachers did not receive specific information on teaching here.

A fifth of secondary respondents (20%) mentioned receiving information through a variety of other means. These included through word of mouth from friends and colleagues, websites of agencies such as NZQA<sup>12</sup>, Education Personnel, the Education Gazette Online, the New Zealand Teachers

<sup>11</sup> [www.teachnz.govt.nz](http://www.teachnz.govt.nz)

<sup>12</sup> The role of the New Zealand Qualifications Authority (NZQA) is to provide national and international leadership in the area of quality assured qualifications. It evaluates overseas qualifications for immigration and employment purposes.

Council<sup>13</sup>, recruitment agencies, immigration agencies and contacts made to schools in New Zealand among other reasons.

**Table 16:** *The type of information overseas secondary teachers received on teaching in New Zealand*

Whether overseas secondary teachers received specific information on teaching in New Zealand before coming here	Secondary teachers (N=539) %
Visited the TeachNZ website	57.1
Received a TeachNZ information pack	23.7
Received information through other means	20.0
Did not receive information	30.4

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

### **Additional Information on Teaching in New Zealand that Overseas Teachers Would Have Liked To Receive**

Overseas secondary teachers were asked if there was any additional information on teaching in New Zealand that they would have liked to receive before coming here. The main responses included more information on the process of assessment of overseas qualifications through the NZQA, the New Zealand school curriculum and the NCEA, the workloads of teachers and their salary levels, cost of living in New Zealand, the processes of the New Zealand Teachers Council to obtain teacher registration and the availability of the international relocation grant.

### **Applying For A Teaching Position in New Zealand**

Overseas secondary 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.

As found in previous surveys, the large majority (87%) of overseas teachers applied to schools directly for their first teaching position. Twice as many (10%) overseas secondary teachers contacted a recruitment agency in 2003 compared to the 2001 survey (5%).

A few respondents (7%) also mentioned other ways in which they applied for their first job such as through the internet, relief work, contacts made by the school or through friends.

<sup>13</sup> The New Zealand Teachers Council is the professional body for all registered teachers. The New Zealand Teachers Council replaced the Teacher Registration Board on the 1st February 2002. The role of the New Zealand Teachers Council is to provide professional leadership to teachers and others involved in schools and early childhood education and to encourage best teaching practice.

**Table 17:** *Who the overseas teachers contacted to apply for their first teaching position in New Zealand*

Contacted...	Secondary teachers (N=539) %
Schools directly	86.6
A recruitment agency	10.0
Other	6.9

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

Those overseas secondary teachers who applied directly to a school for a teaching position (N=467) were then asked whether they had seen the vacancy listed in the Education Gazette online. Seventy-four percent (N=345) indicated they had seen the vacancy listed this way.

### The Main Teaching Subjects of Overseas Secondary Teachers

As can be seen in Table 18, mathematics (22%), and science subjects (23%) were the two most common subject areas taught by overseas teachers in secondary schools, a similar result to the 2001 survey data. Similar proportions of overseas secondary teachers were teaching technology subjects (17%) and health (5%) and physical education (11%) as they were in 2001. In 2003, there was a significant increase in the proportion of overseas secondary teachers teaching English (including ESOL)<sup>14</sup>, up from 11 percent in 2001 to 20 percent in 2003. Table 18 has further details.

Overseas secondary teachers were asked to specify the areas of technology they taught in. Teachers were mainly teaching computing (21%), hard materials (19%) and food (17%). The main areas of science indicated by overseas secondary teachers teaching science were biology (35%), chemistry (25%) and physics (23%).

**Table 18:** *Main teaching subjects of the overseas secondary teachers*

Main teaching subjects	Secondary Teachers (N=539) %
Sciences (includes Chemistry, Physics, Biology)	23.4
Mathematics	22.3
English (includes ESOL)	19.7
Technology (includes Graphics, Electronics, Computing, Home Economics)	16.7
Physical Education (includes Outdoor Education)	10.8
Arts (includes Drama, Music, Visual Arts, Art History)	7.2
Languages (other than English)	6.5
Health	5.2
Geography/History/Social Studies	3.2
Commerce/Economics/Accounting	2.8
Other (includes Guidance, Counselling, Religious Studies, Learning Support, Journalism)	6.3

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

<sup>14</sup> There are many students in New Zealand secondary schools who come from Non-English Speaking Backgrounds - NESB students. To support these students, funds are available for ESOL (English for Speakers of Other Languages) programmes. Such programmes build on the students' language skills.

## Conclusion and Discussion

Similar to the 2001 overseas teachers survey, the 2003 survey of overseas teachers focussed on those teachers teaching at the secondary school level in New Zealand. The main reason for this was to monitor the overseas teachers in this sector where there is current and predicted future roll growth.

As found previously, the lifestyle available in New Zealand was the biggest factor which attracted teachers to come here (72%). 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, under half (41%) of all overseas secondary teachers indicated that they had been planning to emigrate already.

Fifty-four percent of all overseas secondary teachers already had permanent residency in New Zealand when they were surveyed and over half (53%) of overseas teachers intended staying here beyond 2005.

The majority (58%) of overseas secondary teachers surveyed were from either England or South Africa. The proportion of overseas secondary teachers from England had remained almost unchanged since 2001 (41%) while the proportion of overseas secondary teachers from South Africa had declined over the same period (from 24% in 2001 to 16% in 2003).

As found in previous surveys of overseas teachers, over half (54%) of overseas secondary teachers arriving in 2003 had already secured a teaching position before their arrival into the country. More than half (55%) of the overseas secondary teachers who responded to our survey were permanently appointed to their first teaching position in New Zealand.

In 2003, the majority (87%) of overseas secondary teachers contacted schools directly to apply for their first teaching position in New Zealand. There was a slight decrease in the proportion of teachers applying this way compared with the 2001 data (92%). More overseas secondary teachers contacted a recruitment agency in 2003, than had done so in 2001 (10% in 2003 and 5% in 2001).

The TeachNZ website highlights the current shortage in New Zealand secondary schools of mathematics, science and technology teachers. Producing a similar result as the 2001 survey, mathematics and science subjects were, again, the subject areas overseas secondary teachers most frequently taught in. Proportionately more teachers, however, taught English in 2003 than in 2001.

In 2003, there was a small increase in the proportion of overseas secondary teachers using the internet to find out that teaching jobs were available in New Zealand, up from 72 percent in 2001 to 74 percent in 2003. The TeachNZ website was accessed by 57 percent of all overseas secondary 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.



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**MINISTRY OF EDUCATION**

*Te Tāhuhu o te Mātauranga*

# ***SURVEY OF OVERSEAS TEACHERS 2003***

## **Instructions**

1. This survey is for overseas teachers who have come from overseas to teach for the first time in New Zealand in 2001, 2002 or 2003. If you began teaching in New Zealand prior to 2001 or are in New Zealand on a teacher exchange scheme you are not required to complete this survey.
2. Please complete the survey by:
  - ticking the appropriate boxes provided; or
  - writing your answers in the spaces provided.
3. When you have completed the survey please post it to the Ministry of Education in the Freepost envelope provided (no stamp required) by Friday 19 September 2003.
4. If you have any questions regarding the survey please contact Sharon Dewar in the Research Division of the Ministry of Education either by phone 0-4-463 8297 or email sharon.dewar@minedu.govt.nz.
5. The responses you provide in this survey will remain confidential to the researchers. No individual person or school will be identified when the results are reported.

1. When did you arrive in New Zealand?

Month/Year (eg January 2003 /)     /

2. What was the length of time between arriving in New Zealand and securing your **first** teaching position here? (*Please do not count daily relief teaching*)

Had already secured a teaching position before arriving in New Zealand.....

Less than one month.....

1-3 months .....

More than 3 months, but less than 6 months .....

6 months, but less than one year .....

One year or more .....

3. How long were you appointed for in your **first** teaching position? (*Please do not count daily relief teaching*)

Less than 6 weeks.....

6-19 weeks .....

20 weeks or more.....

Permanent appointment.....

4. At which school did you secure your **first** teaching position in New Zealand?

Name of School.....

5a. How many schools have you taught in since you began teaching in New Zealand, including the school you are currently teaching in? (*Please do not count daily relief teaching*)

1 school.....  2 schools.....  3 schools.....  More than 3 schools.

5b. If you have taught in more than one school, please briefly specify your reason(s) for changing schools (*eg employed on a short-term contract, preferred to work in another region*).

Reason for first school change \_\_\_\_\_

Reason for second school change \_\_\_\_\_

Reason for third/subsequent school change \_\_\_\_\_

6. How many years teaching experience have you had prior to coming to teach in New Zealand?

No previous teaching experience  Less than 3 years teaching experience

3-<10 years teaching experience  10 years or more teaching experience

7. What is/are the **main** subject(s) you are currently teaching?

English .....  Mathematics.....  Technology .....  (*Specify technology area*) \_\_\_\_\_

Health .....  PE .....  Sciences .....  (*Specify science area*) \_\_\_\_\_

Other subjects (*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 specifically 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 New Zealand education system .....

The lifestyle available in New Zealand .....

The outdoor pursuits available in New Zealand .....

The availability of the international relocation grant .....

Family reasons (eg family or friends already in New Zealand) .....

Other (please specify) \_\_\_\_\_

10. 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 .....

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 .....

Other (please specify) \_\_\_\_\_

11a. Did you receive specific information on teaching in New Zealand **before** coming here?

Yes.....  No .....

If yes, did you... visit the TeachNZ website .....

... receive a TeachNZ information pack.....

... receive information through some other means .....

(Please specify) \_\_\_\_\_

11b. Is there any additional information on teaching in New Zealand you would have liked to receive before coming here?

\_\_\_\_\_

\_\_\_\_\_

12a. 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 .....

Other (Please specify) \_\_\_\_\_

12b. If you applied directly to a school, where did you see the vacancy advertised?

The Education Gazette on the Internet.....

Other (Please specify) \_\_\_\_\_

13a. How long do you plan to stay teaching in New Zealand? (Please tick **only one** option)

I am planning to stay until ...

2003	Term 3.....	<input type="checkbox"/>	2004 but unsure when .....	<input type="checkbox"/>
	Term 4 .....	<input type="checkbox"/>	Some time during 2005.....	<input type="checkbox"/>
2004	Term 1 .....	<input type="checkbox"/>	End of 2005 school year .....	<input type="checkbox"/>
	Term 2 .....	<input type="checkbox"/>	Beyond 2005.....	<input type="checkbox"/>

Term 3 .....  Unsure at this stage .....

Term 4 .....

13b. Has your view of how long you will stay teaching in New Zealand (indicated in Question 13a) changed since you first arrived here?

Yes, I am leaving earlier than originally planned .....  No, I always planned to stay for this period .....

Yes, I am staying longer than originally planned .....  No, I am still unsure .....

Yes, I was not sure originally how long I would stay ...

13c. If you have changed your view of how long you will stay teaching here, please briefly specify your reason(s) for doing so.

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14a. Do you have permanent residency in New Zealand?

Yes .....  No .....

14b. If not, are you considering applying, or have you applied, for permanent residency?

Yes, have applied .....  Yes, considering applying .....

No .....  Unsure at this stage .....

15. Where do you come from?

Australia .....  Canada .....  England .....  Scotland .....

South Africa ..  Other .....  (Please specify) \_\_\_\_\_

16. Are you male or female?

Male .....  Female .....

17. How old are you?

Under 25 .....  25-29 .....  30-34 .....

35-44 .....  45-54 .....  55 or more .....

Thank you very much for completing this survey. The responses you provide will remain confidential to the researchers and no individual or school will be identified when the results are reported.

Please now post your survey to Freepost 702, Private Bag 761, Wellington by **Friday 19 September 2003.**