



MINISTRY OF EDUCATION NEW ZEALAND

Te Tāhuhu o te Mātauranga Aotearoa

Monitoring Teacher Supply

**Survey of staffing in New Zealand schools
at the beginning of the 2009 school year**

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Ministry of Education**

First published in 2009 by the:

Research Division
Ministry of Education
PO Box 1666
Wellington
New Zealand

ISSN – 1176-6352

RMR-920

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Research reports are available on the Ministry of Education's website Education Counts:
www.educationcounts.govt.nz/publications.

Acknowledgements

The Research Division, Ministry of Education would like to thank all the principals of the schools who responded so promptly to this survey. Your continuing support is much appreciated.

Contents

EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	3
Background.....	3
Method and Response Rates	3
Points to Note	4
THE STAFFING SITUATION IN NEW ZEALAND SCHOOLS AT THE START OF THE 2009 SCHOOL YEAR.....	7
Entitlement Staffing Vacancies	7
Re-advertised Vacancies.....	9
Characteristics of Schools with Vacancies and Re-advertised Vacancies.....	10
Geographical Location of Schools with Vacancies and Re-advertised Vacancies.....	10
Subject Vacancies	11
AVAILABILITY OF RELIEF TEACHERS.....	13
TEACHER APPOINTMENTS.....	15
Primary schools	15
Secondary schools	16
SOURCES OF TEACHER SUPPLY IN 2009	17
Overseas-trained Teachers	17
Beginning Teachers.....	19
SUMMARY	23
APPENDIX TABLES.....	25
SURVEYS	29

Tables

Table 1:	Response Rates	4
Table 2:	Number of responding schools and the provisional entitlement positions (FTTEs) within these schools (2002 – 2009)	5
Table 3:	Vacancies (FTTE) as at the beginning of the school year (2002 – 2009)	8
Table 4:	Re-advertised vacancies (FTTE) at the beginning of the school year (2002 – 2009)	9
Table 5:	Distribution of vacancies and of re-advertised positions in 2009, by school characteristics <i>a</i>	10
Table 6:	Regional distribution (according to Ministry of Education Local Office areas) of vacancies and of re-advertised positions 2008 and 2009	11
Table 7:	Subject areas in which there were vacancies in secondary schools at the beginning of the 2008 and 2009 school years.....	12
Table 8:	The number of New Zealand trained applicants applying for subject positions at secondary schools between July 2008 and January 2009.....	16
Table 9:	The year in which overseas-trained teachers (teaching at schools in 2009) began teaching in New Zealand	17
Table 10:	Characteristics of schools in which ‘relatively new’ overseas-trained teachers were employed in 2009.....	18
Table 11:	First year beginning teachers in New Zealand schools on day one of the new school year (2002 – 2009).....	20
Table 12:	Characteristics of schools in which beginning first year teachers were employed in 2009.....	21
Table 13:	Number of first and second year beginning teachers at Primary and Secondary schools in 2009	22
Appendix Table 1:	The year in which overseas-trained teachers (teaching at schools in 2008) began teaching in New Zealand.....	25
Appendix Table 2:	Characteristics of schools in which ‘relatively new’ overseas-trained teachers were employed in 2008	26
Appendix Table 3:	Characteristics of schools in which beginning first year teachers were employed in 2008	27

Figures

Figure 1:	How often principals needed a relief teacher during terms 3 and 4 in 2008 but no relief teachers were available	13
Figure 2:	The number of New Zealand trained applicants applying for a permanent Scale A classroom teacher position at primary schools between July 2008 and January 2009.....	15

Executive Summary

The Research Division, Ministry of Education administers the *Survey of Staffing* annually to provide the Ministry with a snapshot of the number of entitlement staffing vacancies and re-advertised vacancies in schools at the start of Term 1. In 2009, the survey was completed by 95 percent of all state and state-integrated schools.

Results from this year's survey showed that the overall staffing vacancies in New Zealand schools at the beginning of the school year, as a proportion of all entitlement positions, has dropped slightly from the previous four years (from 0.9% to 0.8% in 2009). The drop was mainly due to the decrease in the proportion of vacancies in secondary schools, since vacancies in primary schools have remained the same from the previous year (0.7%), but the proportion of vacancies dropped from 1.1 percent in 2008 to 0.8 percent in secondary schools. The subject areas with the highest number of vacancies in secondary schools were English and Technology.

Re-advertised positions in schools are considered to be an indication of 'hard-to-staff' positions. This year, the proportion of re-advertised positions was lower than the past two years, again while the proportion of re-advertised positions has remained the same for primary schools, the proportion at secondary schools has decreased. Forty-three percent of vacancies have been re-advertised. Overall, similar to previous years, the proportions of re-advertised positions were greatest in schools in rural localities, in schools with a higher proportion of Māori students on their roll, and in low decile schools (deciles 1-3).

The survey also examined other sources of teacher supply for New Zealand schools, including the recruitment of first year (beginning) teachers, and teachers from overseas. In 2009, there was a drop in the proportion of first year beginning teachers, but the proportion of overseas-trained teachers who began teaching in New Zealand in 2008 or 2009 remained fairly consistent.

Introduction

Background

Teacher supply is a major focus for the Ministry of Education and over recent years the government has introduced a number of initiatives aimed at ensuring a sufficient number of teachers in New Zealand schools¹. The Ministry has a role in monitoring the teacher supply situation, and this is carried out through several means. This includes the *Survey of Staffing* in all state and state-integrated schools at the beginning of the school year. The Ministry also receives information from the March roll returns² and through monitoring the advertisements in the *Education Gazette*. The Research Division has carried out the *Survey of Staffing* since 1997, and this report is a continuation of that annual series. It aims to provide a snapshot of the staffing situation in schools at the start of Term 1.

Method and Response Rates

As in previous years, information was sought on the staffing situation in schools at the beginning of the school year. Both primary and secondary principals were asked to complete a one-page survey outlining the situation in their schools as at their first day of school in 2009 (schools started in the week beginning 2 February 2009).

The 2009 survey asked principals to provide information on:

- the number of entitlement vacancies and re-advertised vacancies in their school at the beginning of the school year;
- the number of first year beginning teachers, as well as the number of relatively new overseas-trained teachers who were teaching in their school;
- the number of positions where an appointment had been made but the appointee was unable to start at the beginning of Term 1;
- the availability of relief teachers. This question asked principals to indicate if there were any days during terms 3 and 4 in 2008 when they needed a day reliever but no relief teachers were available;
- whether or not they had advertised for a permanent teacher (Scale A classroom teachers for primary schools, and various subject teachers³ for secondary schools) in the past six months, and if so, how many New Zealand trained teachers applied for the position;
- primary principals were asked to indicate how many vacancies were for Māori medium/bilingual or Samoan bilingual teachers; and
- secondary principals were asked to indicate the subject areas in which any of their vacancies occurred.

¹ More information on these initiatives can be obtained from the TeachNZ website on www.teachnz.govt.nz.

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

³ Subjects included: English; Te Reo Māori; Chemistry; Physics; General Science; Mathematics and Statistics; Health and Physical education; and Technology

Schools were asked to fax the completed forms to the Research Division of the Ministry of Education. The 2009 survey was completed by 95 percent of all schools as shown in Table 1. Eighty-one primary and special schools and 33 secondary and composite schools did not return their surveys.

Table 1: Response Rates

	Primary ¹	Secondary ²	Total
Number of schools surveyed	2,040	421	2,461
Number of schools that responded	1,959	388	2,347
Percentage of schools that responded	96.0	92.2	95.4
Number of schools that did not respond	81	33	114

¹ Primary includes full primary, contributing, intermediate and special schools.

² Secondary includes composite, and secondary (both years 7–15 & 9–15).

Points to Note

1. To enable comparisons to be made with data collected from the *Survey of Staffing* 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*. Some schools may have had 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.
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.

Table 2 provides details of the numbers of schools responding to the vacancy surveys since 2002 and for those schools, the total number of provisional entitlement positions, expressed as full-time teacher equivalents (FTTEs). The total number of provisional entitlement positions varies from year to year. Some of this fluctuation will be due to variations in the number of schools that responded to the survey. Other influences on the number of provisional entitlements include policy changes, such as the school staffing improvements introduced since 2001, which created additional teaching positions.

Table 2: Number of responding schools and the provisional entitlement positions^a (FTTEs^b) within these schools (2002 – 2009)

	Primary							
	2002	2003	2004	2005	2006	2007	2008	2009
Number of schools which responded	2,183	2,121	2,026	1,919	1,898	1,955	1,924	1,959
Entitlement positions within these schools (FTTE)	22,846	22,789	22,923	21,710	22,360	23,216	22,848	25,179
	Secondary							
	2002	2003	2004	2005	2006	2007	2008	2009
Number of schools which responded	394	385	379	382	382	384	393	388
Entitlement positions within these schools (FTTE)	15,499	15,948	16,082	17,641	18,154	18,209	18,479	18,064
	Total							
	2002	2003	2004	2005	2006	2007	2008	2009
Number of schools which responded	2,577	2,506	2,405	2,301	2,280	2,339	2,317	2,347
Entitlement positions within these schools (FTTE)	38,345	38,737	39,005	39,351	40,514	41,425	41,327	43,243

^a Entitlement positions for the 2009 school year are based on provisional data for those schools that responded (81 primary schools and 33 secondary schools did not return completed survey forms in 2009). The entitlement figures are obtained from the Resourcing Division, Ministry of Education, and the figures are confirmed after the annual March 1 roll return data are compiled.

^b Full-time teacher equivalents.

The Staffing Situation in New Zealand Schools at the Start of the 2009 School Year

Entitlement Staffing Vacancies

In this survey the term ‘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.

How many schools had vacancies on the first day of school in 2009?

A small proportion of all schools (11.6%) had vacant entitlement positions at the beginning of 2009 (see Table 3). The proportion of primary schools with entitlement vacancies increased remained at the same level as 2008 (8.5%), but decreased for secondary schools (from 32.8% to 27.3%).

How many vacancies were there on the first day of school in 2009?

In 2009, there were 329.5 Full-Time Teacher Equivalent (FTTE) vacancies across all schools. This represented less than one percent (0.8%) of all FTTE entitlement positions in those schools. The proportion of vacancies to all entitlement positions has dropped from the previous four years (0.9% for 2005, 2006, 2007 and 2008).

This drop was mainly due to the decrease in the proportion of vacancies in the secondary sector, where the proportion of vacancies dropped from 1.1 percent in 2008 to 0.8 percent. The proportion of vacancies in the primary sector has remained the same as the previous year (0.7%).

Were there any entitlement staffing positions where an appointment had been made but the appointee was unable to start work at the beginning of Term 1?

At the beginning of 2009, six primary schools (with a total of 6.0 FTTE vacancies), and nineteen secondary schools (with a total of 19.0 FTTE vacancies) had made appointments but the teachers were unable to start teaching at the beginning of the 2009 school year.

Table 3: Vacancies (FTTE) as at the beginning of the school year (2002 – 2009)

	Primary							
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	272.1	275.2	197.0	189.1	188.3	173.0	170.6	180.7
- proportion of all entitlement positions (%)	1.2	1.2	0.9	0.9	0.8	0.7	0.7	0.7
<i>Schools with vacancies</i>								
- number	245	236	171	184	186	167	162	166
- proportion of responding schools (%)	11.2	11.1	8.4	9.6	9.8	8.5	8.4	8.5
<i>Schools with at least one FTTE vacancy</i>								
- number	191	188	142	146	149	138	122	140
- proportion of responding schools (%)	8.7	8.9	7.0	7.6	7.9	7.1	6.3	7.1
	Secondary							
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	237.9	266.1	227.3	173.7	180.9	189.9	201.0	148.9
- proportion of all entitlement positions (%)	1.5	1.7	1.4	1.0	1.0	1.0	1.1	0.8
<i>Schools with vacancies</i>								
- number	148	166	147	120	120	135	129	106
- proportion of responding schools (%)	37.6	43.1	38.8	31.4	31.4	35.2	32.8	27.3
<i>Schools with at least one FTTE vacancy</i>								
- number	135	149	128	103	105	114	113	92
- proportion of responding schools (%)	34.3	38.7	33.8	27.0	27.5	29.7	28.8	23.7
	All Schools							
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Vacancies (FTTE)</i>								
- number of vacancies (FTTE)	510.1	541.3	424.3	362.8	369.2	362.9	371.6	329.5
- proportion of all entitlement positions (%)	1.3	1.4	1.1	0.9	0.9	0.9	0.9	0.8
<i>Schools with vacancies</i>								
- number	393	402	318	304	306	302	291	272
- proportion of responding schools (%)	15.3	16.0	13.2	13.2	13.4	12.9	12.6	11.6
<i>Schools with at least one FTTE vacancy</i>								
- number	326	337	270	249	254	252	235	232
- proportion of responding schools (%)	12.7	13.4	11.2	10.8	11.1	10.8	10.1	9.9

Re-advertised Vacancies

As in previous surveys, the 2009 survey defined a 're-advertised position' as *any position which had been advertised nationally more than once with no appointment being made after the first time advertised*. Re-advertising is considered an indication that the position is hard to staff.

Table 4: Re-advertised vacancies (FTTE) at the beginning of the school year (2002 – 2009)

	Primary							
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Re-advertised positions (FTTE)</i>								
- number	54.7	66.6	40.4	55.2	41.5	47.3	69.7	73.4
- proportion of all entitlement positions (%)	0.2	0.3	0.2	0.3	0.2	0.2	0.3	0.3
<i>Schools with re-advertised positions</i>								
- number	57	59	37	55	42	46	72	69
- proportion of responding schools (%)	2.6	2.8	1.8	2.9	2.2	2.4	3.7	3.5
	Secondary							
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Re-advertised positions (FTTE)</i>								
- number	101.9	143.6	116.0	82.0	74.2	100.6	120.2	67.4
- proportion of all entitlement positions (%)	0.7	0.9	0.7	0.5	0.4	0.6	0.7	0.4
<i>Schools with re-advertised positions</i>								
- number	79	104	87	63	61	81	82	54
- proportion of responding schools (%)	20.1	27.0	23.0	16.5	16.0	21.1	20.9	13.9
	All Schools							
	2002	2003	2004	2005	2006	2007	2008	2009
<i>Re-advertised positions (FTTE)</i>								
- number	156.6	210.2	156.4	137.2	115.7	147.9	190.0	140.8
- proportion of all entitlement positions (%)	0.4	0.5	0.4	0.3	0.3	0.4	0.5	0.3
<i>Schools with re-advertised positions</i>								
- number	136	163	124	118	103	127	154	123
- proportion of responding schools (%)	5.3	6.5	5.2	5.1	4.5	5.4	6.6	5.2

What proportion of entitlement positions were vacancies that had been re-advertised?

Table 4 indicates that at the beginning of 2009, 0.3 percent of all entitlement positions were vacancies that had been re-advertised. This overall percentage has decreased from 2008 (from 0.5% to 0.3% in 2009). The proportion of re-advertised vacancies remained the same for primary schools (at 0.3%), but decreased for secondary schools (from 0.7% to 0.4% in 2009).

What proportion of all vacancies had been re-advertised?

Forty-three percent of entitlement positions vacant at the beginning of the school year had been re-advertised. This was a substantial decrease from 2008, where re-advertised vacancies represented 51 percent

of all teaching vacancies. Forty-one percent of the primary vacancies (similar to 2008), and 45.3 percent of the secondary vacancies had been re-advertised (a decrease of 14.7 percentage points from 2008).

Characteristics of Schools with Vacancies and Re-advertised Vacancies

Table 5 provides a breakdown of the schools that had vacancies and re-advertised vacancies at the beginning of the 2009 school year by locality (rural and urban), decile and concentration of Māori students. In previous years, vacancies and re-advertised positions, as a proportion of all entitlement positions, were greatest in schools in rural areas (population <1,000), in schools with a higher proportion of Māori students on their roll, and in low decile schools (deciles 1-3). Data for 2009 shows a similar pattern.

Table 5: Distribution of vacancies and of re-advertised positions in 2009, by school characteristics ^a

School Characteristics	Vacancies				Re-advertised positions			
	Schools		Positions (FTE)		Schools		Positions (FTE)	
	N	%	N	%	N	%	N	%
All schools	272	11.6	329.5	0.8	123	5.2	140.8	0.3
<i>Locality</i>								
Main Urban (population > 30,000)	161	13.2	205.6	0.7	68	5.6	83.9	0.3
Secondary Urban (10,000 to 30,000)	18	11.8	25.1	0.8	11	7.2	14.0	0.4
Minor Urban (1,000 to 9,999)	38	13.9	47.5	0.9	17	6.2	18.5	0.4
Rural (< 1,000)	55	7.9	51.4	1.3	27	3.9	24.4	0.6
<i>Māori Roll (quartiles)</i>								
0% to <9.7%	55	13.9	61.6	1.4	19	3.5	19.8	0.2
9.7% to <18.6%	57	9.8	64.7	0.5	22	3.8	24.3	0.2
18.6% to <37.4%	77	13.1	94.9	0.8	30	5.1	38.1	0.3
37.4% to 100%	83	14.2	108.3	1.4	52	8.9	58.5	0.8
<i>Socio-economic indicator</i>								
Deciles 1–3	95	13.7	132.3	1.2	57	8.2	72.9	0.7
Deciles 4–7	106	11.2	121.0	0.7	47	5.0	50.2	0.3
Deciles 8–10	71	10.1	76.2	0.5	19	2.7	17.6	0.1

^a Note that percentages in the first and third columns (i.e. the 'Schools' columns) of figures in this table are based on the total number of schools, and percentages in the second and fourth columns (i.e. the 'Positions' columns) are based on the total number of provisional entitlement positions in each category.

Geographical Location of Schools with Vacancies and Re-advertised Vacancies

In order to determine whether schools in particular regions of New Zealand experience more or less difficulty in employing staff than those in other regions, the geographical location of schools with vacancies and re-advertised vacancies in 2009 was compared to 2008. Table 6 provides details of vacancies and re-advertised vacancies for 2008 and 2009 in each of the Ministry of Education local office areas.

In 2009, the Wellington local office area recorded the highest proportion of vacancies (1.2%) of all entitlement positions (above the national average of 0.8%), and Whangarei and Hamilton areas experienced the highest proportion of re-advertised positions (0.6%; above the national average of 0.3%). Apart from the Hamilton, Napier, and Nelson local office areas, all other local office areas either remained the same or experienced a decrease in the proportion of vacancies from 2008.

Table 6: Regional distribution (according to Ministry of Education Local Office areas) of vacancies and of re-advertised positions 2008 and 2009

Ministry of Education Local Office areas	Vacancies (FTTE)				Re-advertised vacancies (FTTE)			
	2008		2009		2008		2009	
	N	% ^a	N	% ^a	N	% ^a	N	% ^a
Whangarei	21.9	1.2	19.4	1.1	17.9	1.0	9.4	0.6
Auckland North	31.9	0.7	23.8	0.5	9.5	0.2	8.0	0.2
Auckland South	67.6	0.8	67.6	0.8	44.8	0.6	40.3	0.5
Hamilton	30.5	0.8	44.0	1.1	8.8	0.2	21.5	0.6
Rotorua	28.9	0.9	21.8	0.7	10.9	0.3	8.0	0.2
Wanganui	50.6	1.5	13.5	0.4	26.2	0.8	7.1	0.2
Napier	14.6	0.6	22.3	0.9	7.8	0.3	9.0	0.4
Wellington	54.0	1.2	56.2	1.2	34.8	0.7	20.6	0.4
Nelson	14.5	0.8	16.0	0.9	6.7	0.4	4.0	0.2
Christchurch	32.3	0.6	29.7	0.6	9.5	0.2	9.3	0.2
Dunedin	9.6	0.5	10.0	0.5	4.0	0.2	3.5	0.2
Invercargill	15.2	1.4	5.2	0.5	9.1	0.9	0.0	0.0
Total	371.6	0.9	329.5	0.8	190.0	0.5	140.8	0.3

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

Subject Vacancies

For the first time in 2009, primary schools were asked if any of their vacancies were for Māori Medium/bilingual or Samoan bilingual teachers. There were no vacancies for Samoan bilingual teachers, but there were 14.6 FTTEs Māori Medium/bilingual vacancies. This represented a small percentage of all the primary vacancies (8.1%).

In the secondary schools survey, schools were asked about the subject areas in which vacancies occurred, to establish whether there was a concentration of vacancies in particular subject areas (refer to Table 7). The highest proportion of vacancies occurred in English. At the beginning of 2009, there were 17.5 FTTE vacancies in English representing 17.5 percent of all vacancies in secondary schools. English vacancies have increased from 23.9 FTTEs in 2008 to 26.1 FTTEs in 2009 (from 11.9% to 17.5% of all secondary vacancies).

The second highest proportion of vacancies was in Technology, where there were 21.4 FTTE vacancies (14.4% of all secondary vacancies), however the number of technology vacancies have decreased when compared to 2008 (34.3 FTTE vacancies, 17.1% of all secondary vacancies in 2008).

Another subject that experienced a fairly large decrease was Mathematics & Statistics (from 16.8% to 10.2%). Subjects that had significant increases in the proportion of vacancies were in Te Reo Māori (from 5.3% to 8.2%), and general sciences (from 5.1% to 8.3%).

Table 7: Subject areas in which there were vacancies in secondary schools at the beginning of the 2008 and 2009 school years

Subject areas	Number of FTTE vacancies in 2008	Percentage of total FTTE vacancies in 2008 (%)	Number of FTTE vacancies in 2009	Percentage of total FTTE vacancies in 2009 (%)
English	23.9	11.9	26.1	17.5
Technology	34.3	17.1	21.4	14.4
<i>Māori (Total)</i>	18.6	9.3	18.2	12.2
Māori (Te Reo)	10.7	5.3	12.2	8.2
Māori Medium / Bilingual	7.9	3.9	6.0	4.0
<i>Sciences (Total)</i>	17.5	8.7	17.3	11.6
General Science	10.2	5.1	12.3	8.3
Biology	3.0	1.5	2.0	1.3
Physics	1.3	0.6	2.0	1.3
Chemistry	3.0	1.5	1.0	0.7
Mathematics & Statistics	33.7	16.8	15.2	10.2
Health & Physical Education	13.9	6.9	9.3	6.2
Social Sciences ^a	11.7	5.8	6.3	4.2
Food & Nutrition	6.5	3.2	5.0	3.4
Art ^b	5.3	2.6	2.7	1.8
Commerce ^c	3.0	1.5	2.0	1.3
Music	2.5	1.2	1.6	1.1
Languages	3.4	1.7	0.9	0.6
Guidance & counselling	3.3	1.6	0.0	0.0
Other ^d	1.9	0.9	2.9	1.9
Non-subject specific teachers / subject area not specified ^e	21.5	10.7	20.0	13.4
Total ^f	201.0	100.0	148.9	100.0

^a In 2009, social sciences include social Studies, media studies, history, and classical studies.

^b in 2009, art includes art and drama.

^c In 2009, commerce includes Business Studies.

^d In 2009, subjects in the 'other' category include English speakers of other languages (ESOL), religious education, photography, and careers guidance.

^e in 2009, non-subject specific teachers include management staff, homeroom teachers, and teachers working in special education.

^f Due to rounding, percentages may not add up to 100%.

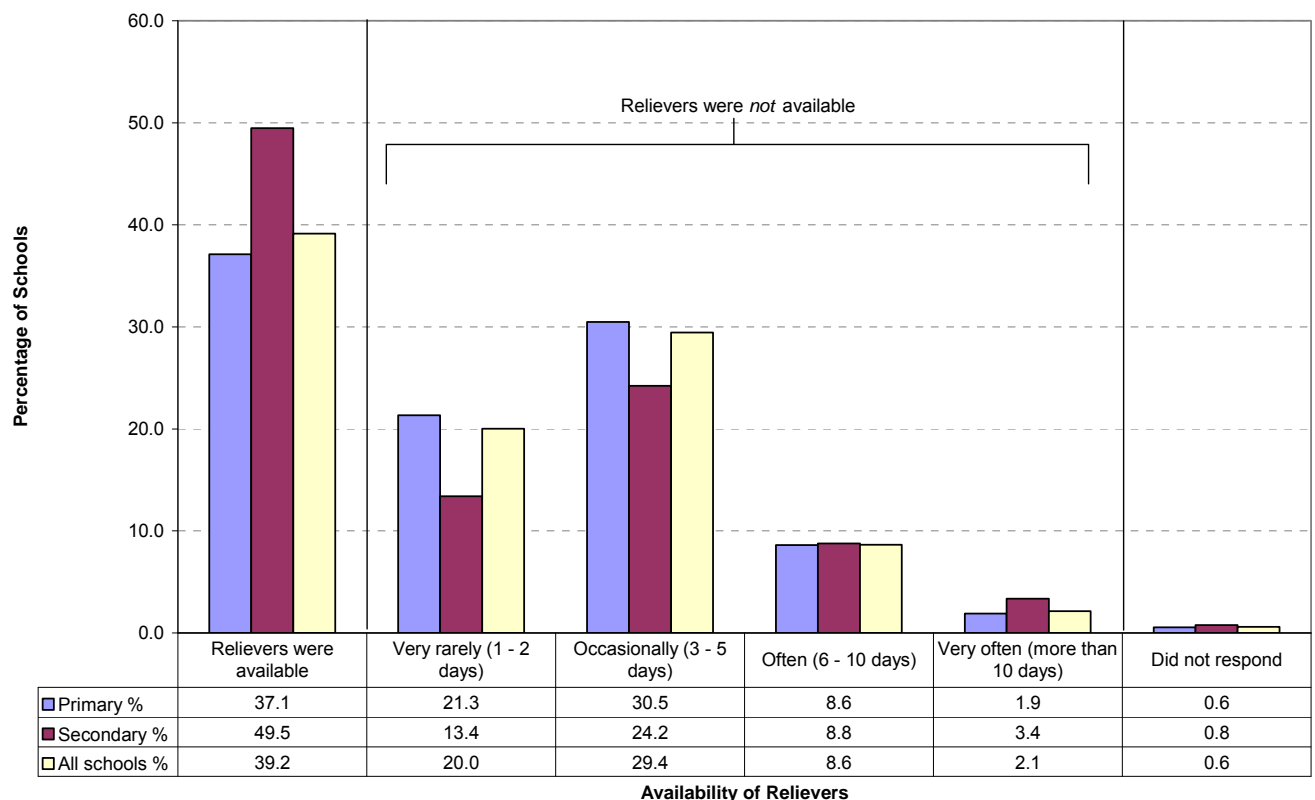
Availability of Relief teachers

In the 2009 survey both primary and secondary principals were asked if there were any days during terms 3 and 4 in 2008 when they needed a day relief teacher but no relief teachers were available. If this was the case, principals were asked to indicate if this situation occurred very rarely (1-2 days), occasionally (3-5 days), often (6-10 days) or very often (more than 10 days).

As shown in Figure 1, more than one third of all schools (39%) indicated that they had no difficulties sourcing day relief teachers, with more secondary (50%) than primary (37%) principals indicating this. Around one third of principals indicated that such a situation had occurred occasionally (3-5 days) during terms 3 and 4 in 2008, with a further fifth indicating it had only happened rarely (1-2 days) at their school.

Compared with data collected in the 2008 survey, the proportion of principals who reported having no difficulty sourcing day relief teachers during terms 3 and 4 increased, from 34 percent in 2008 to 40 percent in 2009. This increase was more pronounced for secondary schools (41% in 2008 to 50% in 2009) than it was for primary schools (33% in 2008 to 37% in 2009).

Figure 1: How often principals needed a relief teacher during terms 3 and 4 in 2008 but no relief teachers were available^a



^a n = 1,959 primary and 388 secondary schools

Teacher Appointments

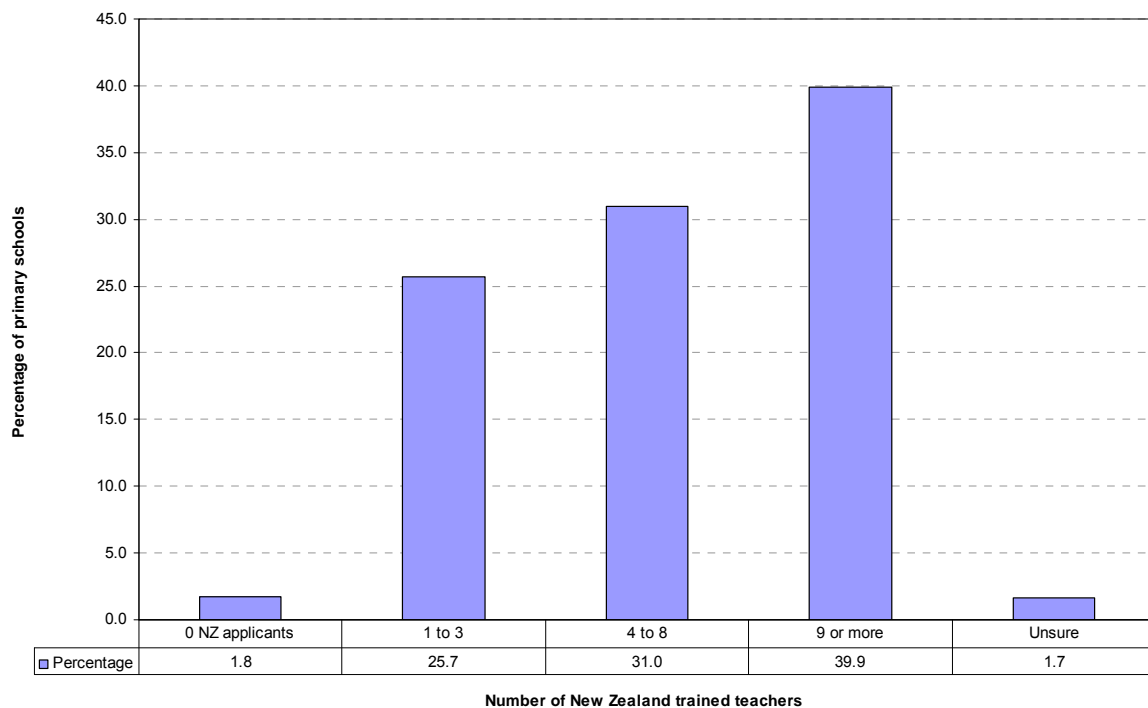
In 2009 both primary and secondary principals were asked to state whether they had advertised for a permanent classroom teacher in the six months prior to the survey (July 2008 to January 2009), and if so, how many applicants were New Zealand trained teachers. This question was introduced in 2008 as a result of anecdotal reports that some schools were having difficulty recruiting qualified teachers who were familiar with the New Zealand curriculum and teaching in the New Zealand context.

Primary school principals answered this question with regard to permanent Scale A classroom teachers, while secondary school principals answered this question with regard to vacancies in the following subjects: Chemistry, English, Health and Physical Education, Te Reo Māori, Mathematics and Statistics, Physics, General Science and Technology.

Primary schools

A total of 1,129 primary principals indicated they had advertised for a permanent Scale A classroom teacher in the past six months. In 40 percent of these cases, there were more than 9 applications from New Zealand trained teachers. A further one-third (31%) of cases received between 4 and 8 applications from New Zealand trained teachers and one-quarter (26%) received between 1 and 3 applications from New Zealand trained teachers. Most primary schools with Scale A classroom positions made an appointment for the position (94%).

Figure 2: The number of New Zealand trained applicants applying for a permanent Scale A classroom teacher position at primary schools between July 2008 and January 2009^a



^a n = 1,129 primary schools advertised for a permanent Scale A classroom teacher between July 2008 and January 2009

Secondary schools

A total of 310 secondary principals indicated they had advertised for a permanent position in at least one of the subjects listed in Table 8 in the past six months. The number of New Zealand trained teachers applying for these positions varied across the subjects. Vacancies in Chemistry, Te Reo Māori, Physics and Technology had lower numbers of New Zealand trained applicants (at least 10% of vacancies advertised in each of these subjects had no New Zealand trained applicants) compared with English, Health & P.E, Maths & Statistics and General Science. Appointments were more likely to be made for positions in Health & P.E (88%), English (83%) and were less likely to be made for positions in Te Reo Māori (64%) and Technology (76%).

Table 8: The number of New Zealand trained applicants applying for subject positions at secondary schools between July 2008 and January 2009

No. of New Zealand trained applicants	Chemistry % (n=49)	English % (n=49)	Health & P.E % (n=121)	Te Reo Māori % (n=64)	Maths & Statistics % (n=139)	Physics % (n=54)	General Science % (n=116)	Technology % (n=128)
0	10.2	2.3	3.3	10.9	5.8	16.7	2.6	10.9
1 to 3	61.2	45.0	33.1	79.7	56.1	61.1	51.7	69.5
4 to 8	14.3	29.2	31.4	6.3	20.9	11.1	25.0	17.2
9 or more	12.2	20.5	30.6	3.1	13.7	9.3	18.1	2.3
Unsure	2.0	2.9	1.7	0.0	3.6	1.9	2.6	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Appointments made (%)	79.6	83.0	88.4	64.1	77.7	79.6	80.2	76.4

Sources of Teacher Supply in 2009

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 overseas-trained teachers. Over recent years, when demand for teachers has been particularly high, overseas-trained teachers have been encouraged to apply for positions in New Zealand. As in previous years, the 2009 survey asked questions about these two sources of teacher supply.

Overseas-trained Teachers

The survey form asked principals whether their school employed any overseas-trained teachers, and, if so, to indicate the actual number of teachers and the year in which they first began teaching in New Zealand. For the purpose of the survey, an 'overseas-trained teacher' was defined as *an overseas trained teacher who taught for the first time in New Zealand in either 2008 or 2009*.

Table 9 shows the number of overseas-trained teachers who began teaching in New Zealand in 2008 and 2009 (the equivalent data from 2008 is in Appendix Table 1). Compared to 2008⁴ (which included teachers who began in 2007 and 2008), there were increases in the total number of overseas-trained teachers in primary schools (from 266 teachers in 2008 to 317 teachers in 2009), but a small decrease of overseas-trained teachers in secondary schools (from 388 teachers to 376 teachers in 2008).

Table 9: The year in which overseas-trained teachers (teaching at schools in 2009) began teaching in New Zealand

Overseas-trained teachers in schools as at the first day of Term 1, 2009	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began in 2008	209	209	418
Overseas-trained teachers who began in (at the beginning of) 2009	108	167	275
TOTAL	317	376	693

Table 10 provides details of the 693 overseas-trained teachers who began teaching in New Zealand in either 2008 or 2009. These teachers represented 1.3 percent of all primary and secondary teachers in 2009, at a similar level compared to the 2008 data (1.4% in 2008).

⁴ It should be noted that completed surveys were not received from 81 primary schools and 33 secondary schools in 2009, therefore the actual number of overseas teachers employed at the start of the 2009 school year may be slightly higher than reported here.

In terms of where overseas-trained teachers were employed, they were more likely to be in schools with a lower proportion of Māori students, lower decile schools, and schools in main and secondary urban areas.

Equivalent data from the 2008 *Teacher Vacancy Survey* are detailed in Appendix Table 2.

Table 10: Characteristics of schools in which ‘relatively new’⁵ overseas-trained teachers were employed in 2009

	Schools		Overseas-trained Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	383	16.3	693	1.3
Primary	227	11.6	317	1.0
Secondary	156	40.2	376	1.7
<i>Locality</i>				
Main Urban (population > 30,000)	261	21.3	497	1.3
Secondary Urban (10,000 to 30,000)	35	22.9	78	2.0
Minor Urban (1,000 to 9,999)	48	17.6	66	1.0
Rural (< 1,000)	39	5.6	52	1.0
<i>Māori Roll (quartiles)</i>				
0% to <9.7%	123	32.1	224	5.7
9.7% to <18.6%	105	18.0	170	1.1
18.6% to <37.4%	100	17.0	184	1.3
37.4% to 100%	55	9.4	115	1.2
<i>Socio-economic indicator</i>				
Deciles 1–3	97	14.0	197	1.5
Deciles 4–7	149	15.7	252	1.2
Deciles 8–10	137	19.4	244	1.3

^a ‘Percentage of all teachers’ is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 24 February 2009.

⁵ ‘Relatively new’ overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2008 or 2009.

Beginning Teachers

In addition to the questions regarding overseas-trained teachers, the survey also asked about 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 Allowance⁶ (BTTA) and those who were not eligible for the allowance.

In 2009, there were 2,029 first year beginning teachers employed in New Zealand schools (see Table 11). The vast majority of these teachers (97%) were eligible for BTTA. First year beginning teachers represented 3.8 percent of all primary and secondary teachers in 2009. This was a decrease from the 2008 data (4.6% in 2008).

Table 12 provides details of the characteristics of the schools in which beginning teachers were employed in 2009. As a proportion of all teachers in each of the sectors, slightly more beginning teachers entered the primary sector (4.2%) than the secondary sector (3.2%).

In terms of where beginning teachers were employed, they were more likely to be teaching in main urban areas, and schools with a lower proportion of Māori students. In 2009, beginning teachers were spread across low and high decile schools. Results of the 2008 survey are shown in Appendix Table 3.

⁶ The Beginning Teacher Time Allowance is available to state school boards employing New Zealand or overseas trained year one teachers within their first 12 months of teaching. It aims to assist schools in providing advice and guidance programmes for beginning teachers. The teacher must be provisionally registered, appointed to a position for at least 10 weeks and for at least 0.5 FTTE, and be paid out of Teacher salaries. BTTA has also been available for second year beginning teachers at secondary schools from 2002, and 2004 for primary schools.

Table 11: First year beginning teachers in New Zealand schools on day one of the new school year (2002 – 2009)

	2002	2003	2004	2005	2006	2007	2008	2009
<i>Total number of beginning teachers (headcount)</i>								
Total	2,454	2,524	2,348	2,308	2,344	2,272	2,223	2,029
Primary	1,563	1,556	1,319	1,288	1,363	1,415	1,365	1,308
Secondary	891	968	1,029	1,020	981	857	858	721
<i>Number of beginning teachers eligible for the Beginning Teacher Time Allowance</i>								
Total	2,253	2,364	2,200	2,200	2,142	2,129	2,148	1,973
Primary	1,411	1,441	1,211	1,215	1,276	1,318	1,317	1,280
Secondary	842	923	989	985	866	811	831	693
<i>Number of beginning teachers not eligible for the Beginning Teacher Time Allowance</i>								
Total	201	160	148	108	202	143	75	56
Primary	152	115	108	73	87	97	48	28
Secondary	49	45	40	35	115	46	27	28
<i>Number of beginning overseas-trained teachers</i>								
Total	39	57	81	58	65	81	47	56
Primary	11	13	10	23	21	22	17	31
Secondary	28	44	71	35	44	59	30	25
<i>Total number of beginning teachers, excluding overseas-trained teachers</i>								
Total	2,415	2,467	2,267	2,250	2,279	2,191	2,176	1,973
Primary	1,552	1,543	1,309	1,265	1,342	1,393	1,348	1,277
Secondary	863	924	958	985	937	798	828	696

Table 12: Characteristics of schools in which beginning first year teachers were employed in 2009

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,070	45.6	2,029	3.8
Primary	800	40.8	1,308	4.2
Secondary	270	69.6	721	3.2
<i>Locality</i>				
Main Urban (population > 30,000)	718	58.7	1,487	3.9
Secondary Urban (10,000 to 30,000)	77	50.3	123	3.1
Minor Urban (1,000 to 9,999)	130	47.6	232	3.7
Rural (< 1,000)	145	20.8	187	3.5
<i>Māori Roll (quartiles) ^a</i>				
0% to <9.7%	280	62.9	551	7.1
9.7% to <18.6%	298	51.0	603	4.0
18.6% to <37.4%	291	49.5	533	3.7
37.4% to 100%	201	34.3	342	3.7
<i>Socio-economic indicator</i>				
Deciles 1–3	296	42.6	520	3.9
Deciles 4–7	415	43.8	787	3.6
Deciles 8–10	359	50.9	722	3.9

^a 'Percentage of all teachers' is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 24 February 2009.

Principals were asked to indicate the number of first **and** second year beginning teachers who were eligible and not eligible for the BTTA, as well as first and second year beginning overseas-trained teachers. Table 13 shows the number of first and second year beginning teachers at primary and secondary schools in 2009. There were more second year beginning teachers than first year beginning teachers at primary schools, and marginally more first year beginning teachers at secondary schools.

Table 13: Number of first and second year beginning teachers at Primary and Secondary schools in 2009

	Schools with 1st Year Beginning Teachers		Schools with 2nd Year Beginning Teachers		Total Schools with Beginning Teachers ^a		First Year Beginning Teachers		Second Year Beginning Teachers		Total Beginning Teachers	
	Number	% of all schools	Number	% of all schools	Number	% of all schools	Number (head-count)	% of all teachers ^b	Number (head-count)	% of all teachers ^b	Number (head-count)	% of all teachers ^b
Total	1,070	45.6	1,110	47.3	1,516	64.6	2,029	3.8	2,056	3.8	4,085	7.6
Primary	800	40.8	846	43.2	1,180	60.2	1,308	4.2	1,382	4.4	2,690	8.6
Secondary	270	69.6	264	68.0	336	86.6	721	3.2	674	3.0	1,395	6.2
<i>Beginning teachers eligible for the Beginning Teacher Time Allowance</i>												
Total	1,044	44.5	1,056	45.0	1,465	62.4	1,973	3.7	1,942	3.6	3,915	7.3
Primary	782	39.9	802	40.9	1,136	58.0	1,280	4.1	1,297	4.2	2,577	8.2
Secondary	262	67.5	254	65.5	329	84.8	693	3.1	645	2.9	1,338	5.9
<i>Beginning teachers not eligible for the Beginning Teacher Time Allowance</i>												
Total	42	1.8	90	3.8	129	5.5	56	0.1	114	0.2	170	0.3
Primary	27	1.4	69	3.5	95	4.8	28	0.1	85	0.3	113	0.4
Secondary	15	3.9	21	5.4	34	8.8	28	0.1	29	0.1	57	0.3
<i>Beginning overseas-trained teachers</i>												
Total	49	2.1	48	2.0	94	4.0	56	0.1	56	0.1	112	0.2
Primary	28	1.4	27	1.4	55	2.8	31	0.1	31	0.1	62	0.2
Secondary	21	5.4	21	5.4	39	10.1	25	0.1	25	0.1	50	0.2

^a Note that the total number of schools with beginning teachers is not a sum of the schools with first year teachers and the schools with second year teachers (first and second columns). Some of the schools have both first and second year teachers, in which case those schools would be only counted once.

^b 'Percentage of all teachers' is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 24 February 2009.

Summary

In 2009, staffing vacancies as a proportion of all entitlement positions, decreased from 0.9 percent in 2008 to 0.8 percent. The decrease was due to a drop in the proportion of vacancies at secondary schools (from 1.1% in 2008 to 0.8% in 2009). The proportion of vacancies (at less than 1%) for secondary schools was the lowest recorded since 2000. At secondary schools, the subject areas with the highest vacancies were English (17.5% of all secondary vacancies), Technology (14.4%) and Māori (including 8.2% in Te Reo Māori and 4.0% in Māori Medium/Bilingual). The proportion of vacancies at primary schools remained at the same level as recorded for the past three years (0.7%).

Re-advertising is considered to be an indication of 'hard-to-staff' positions. The proportion of re-advertised vacancies has dropped from 0.5 percent in 2008 to 0.3 percent in 2009. Again, the decrease was due to a drop in the secondary sector (from 0.7% to 0.4%), while re-advertised positions at primary schools remained at the same as the previous year (0.3%).

Overall, similar to the previous years, the proportion of vacancies and re-advertised positions were greatest in schools in rural localities (population <1,000), in schools with a higher proportion of Māori students on their roll, and in low decile schools (deciles 1-3). Schools in the Wellington local office area recorded the highest proportion of vacancies (1.2%) of all entitlement positions (above the national average of 0.8%), and Whangarei and Hamilton experienced the highest proportion of re-advertised positions (0.6%; above the national average of 0.3%).

The survey also examined sources of teachers supply for New Zealand schools, such as the recruitment of first year beginning teachers, and overseas-trained teachers. In 2009, there was a drop in the proportion of first year beginning teachers but the proportion of overseas-trained teachers who began teaching in New Zealand for the first time in 2008 and 2009 remained fairly consistent.

In 2009, both primary and secondary principals were asked to indicate if they had experienced difficulties accessing day relief teachers in terms 3 and 4 in 2008. More than one third (39%) of the schools indicated that they had no difficulties sourcing day relief teachers. A further third of the principals indicated that such a situation had occurred occasionally (3-5 days), and a further fifth indicating it had only happened rarely (1-2 days) at their school.

Anecdotal reports indicated that some schools have difficulties recruiting qualified teachers who are familiar with the New Zealand curriculum and teaching in the New Zealand context. Very few primary principals had advertised for a Scale A teacher over the past six months and received no NZ applicants (2%). Most (70%) had received at least four or more NZ applicants. In secondary schools, vacancies in Chemistry, te reo Māori, Physics, and Technology had a lower proportion of New Zealand trained applicants compared with English, Health & PE, Maths & Statistics and General Science.

Teacher supply remains a focus for the Ministry of Education to ensure schools have sufficient numbers of teachers in the classrooms. The teacher supply situation will continued to be closely monitored by the Ministry.

Appendix Tables

Appendix Table 1: The year in which overseas-trained teachers (teaching at schools in 2008) began teaching in New Zealand

Overseas-trained teachers in schools as at the first day of Term 1, 2008	Primary (headcount)	Secondary (headcount)	Total (headcount)
Overseas-trained teachers who began in 2007	177	218	395
Overseas-trained teachers who began in (at the beginning of) 2008	89	170	259
TOTAL	266	388	654

Appendix Table 2: Characteristics of schools in which 'relatively new'⁷ overseas-trained teachers were employed in 2008

	Schools		Overseas-trained Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers a
Total	375	16.2	654	1.4
Primary	194	10.1	266	1.0
Secondary	181	46.1	388	1.8
Locality				
Main Urban (population > 30,000)	250	20.6	464	1.4
Secondary Urban (10,000 to 30,000)	37	24.2	64	1.8
Minor Urban (1,000 to 9,999)	50	18.2	83	1.4
Rural (< 1,000)	38	5.6	43	0.9
Māori Roll (quartiles)				
0% to <9.5%	103	17.9	183	1.4
9.5% to <18.4%	108	18.6	182	1.3
18.4% to <36.7%	107	18.5	190	1.6
36.7% to 100%	57	9.8	99	1.1
Socio-economic indicator				
Deciles 1–3	105	15.5	183	1.5
Deciles 4–7	145	15.4	260	1.3
Deciles 8–10	125	18.0	211	1.3

^a 'Percentage of all teachers' is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 26 February 2008.

⁷ 'Relatively new' overseas teachers are defined as those overseas teachers who began teaching in New Zealand for the first time in either 2007 or 2008.

Appendix Table 3: Characteristics of schools in which beginning first year teachers were employed in 2008

	Schools		Beginning Teachers	
	Number	% of all schools	Number (headcount)	% of all teachers ^a
Total	1,124	48.5	2,223	4.6
Primary	824	42.8	1,365	5.0
Secondary	300	76.3	858	4.1
<i>Locality</i>				
Main Urban (population > 30,000)	735	60.6	1,616	4.8
Secondary Urban (10,000 to 30,000)	90	58.8	152	4.2
Minor Urban (1,000 to 9,999)	147	53.6	259	4.4
Rural (< 1,000)	152	22.4	196	4.1
<i>Māori Roll (quartiles) ^a</i>				
0% to <9.5%	288	49.9	603	4.6
9.5% to <18.4%	317	54.5	639	4.5
18.4% to <36.7%	275	47.5	568	4.6
36.7% to 100%	244	42.1	413	4.8
<i>Socio-economic indicator</i>				
Deciles 1–3	334	49.2	629	5.2
Deciles 4–7	443	47.0	878	4.4
Deciles 8–10	347	49.9	716	4.4

^a 'Percentage of all teachers' is based on a headcount of all teachers, from schools who have responded to the survey, and on the payroll during pay period ending 26 February 2008.

TEACHER VACANCY SURVEY: Primary & Special

Current Entitlement Vacancies as at the First Day of Term 1 in 2009

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 • .

1. This year the teacher vacancy survey can be completed online. In the future, would you prefer to submit this survey online or continue to return the survey by fax?
- Prefer to complete survey online Prefer to return survey by fax

VACANCIES

2. Do you have any entitlement staffing vacancies as at the first day of school in 2009 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)
- Yes – go to Q3 No – go to Q6a

3. Please indicate the number of entitlement vacancies, calculated in FTTEs, you have as at the first day of school. (FTTE = Full Time Teacher Equivalent.)
- Number of FTTEs sought..... •

4. How many of the vacancies indicated in Question 3 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... •

- 4a. How many of the vacancies indicated in Question 3 were in the following areas?
- Māori Medium/Bilingual..... •
- Samoan Bilingual..... •

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 FTTEs..... •

TEACHER APPOINTMENTS

- 6a. Have you advertised for a permanent Scale A classroom teacher in the past six months?
- Yes - go to Q6b and 6c No – go to Q7

- 6b. How many applicants were **New Zealand trained teachers**? (If you have advertised for more than one position in the past six months, please use your **most recent position** for following questions.)

Tick one option

- 0.....
- 1-3.....
- 4-8.....
- 9 or more.....
- unsure.....

- 6c. Did you make an appointment?
- Yes No

RELIEF TEACHERS

- 7a. Were there days during Terms 3 and 4 last year (2008) when you needed a day relief teacher but no relief teachers were available?
- Yes – go to Q7b No – go to Q8

- 7b. If yes, approximately how often did such a situation occur at your school during Terms 3 and 4?

Tick one option

- Very rarely (1-2 days).....
- Occasionally (3-5 days).....
- Often (6-10 days).....
- Very often (more than 10 days).....

OVERSEAS-TRAINED TEACHERS

8. Do you currently employ any overseas-trained teachers who taught, or will teach, **for the first time** in New Zealand in 2008 or 2009?
- Yes No – go to Q9

- If yes, enter actual **number** of overseas-trained teachers who taught in NZ for the first time in 2008 ...
- If yes, enter actual **number** of overseas-trained teachers who will teach in NZ for the first time in 2009.

BEGINNING TEACHERS

9. Do you have **any first and/or second year** beginning teachers on your staff in 2009?

- Yes No
- | | 1 st Year
Headcount
(not FTTE) | 2 nd Year
Headcount
(not FTTE) |
|---|---|---|
| ▪ If yes, enter actual number eligible for the <i>Beginning Teacher Time Allowance</i> | <input type="text"/> | <input type="text"/> |
| ▪ If yes, enter actual number not eligible for the <i>Beginning Teacher Time Allowance</i> | <input type="text"/> | <input type="text"/> |
| ▪ How many of these beginning teachers are also overseas teachers?..... | <input type="text"/> | <input type="text"/> |

10. 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 11 February 2009.
Thank you very much for your time.

TEACHER VACANCY SURVEY: Secondary & Composite

Current Entitlement Vacancies as at the First Day of Term 1 in 2009

SCHOOL NAME:

NUMBER:

NOTE: The dot between the boxes is a decimal point. For example, 1.5 would be • and 3 would be • .

1. This year the teacher vacancy survey can be completed online. In the future, would you prefer to submit this survey online or continue to return the survey by fax?

Prefer to complete survey online Prefer to return survey by fax

VACANCIES

2. Do you have any entitlement staffing vacancies as at the first day of school in 2009 for which an appointment has not yet been made? (See covering letter for definition of vacancy.)

Yes – go to Q3 No – go to Q7a

3. Please indicate the number of entitlement vacancies, calculated in FTTEs, you have as at the first day of school. (FTTE = Full Time Teacher Equivalent.)

Number of FTTEs sought..... •

4. How many of the vacancies indicated in Question 3 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 FTTEs..... •

6. In which areas are the vacancies indicated in Question 3? (Please specify number of FTTEs for each subject area).

Number of FTTE vacancies

English	<input type="text"/>	•	<input type="text"/>
Te Reo Māori	<input type="text"/>	•	<input type="text"/>
Māori Medium/Bilingual	<input type="text"/>	•	<input type="text"/>
Mathematics & Statistics	<input type="text"/>	•	<input type="text"/>
Biology	<input type="text"/>	•	<input type="text"/>
Chemistry	<input type="text"/>	•	<input type="text"/>
Physics	<input type="text"/>	•	<input type="text"/>
General science	<input type="text"/>	•	<input type="text"/>
Health & Physical Education	<input type="text"/>	•	<input type="text"/>
Technology	<input type="text"/>	•	<input type="text"/>
Food & nutrition	<input type="text"/>	•	<input type="text"/>
Other subjects (specify)	<input type="text"/>	•	<input type="text"/>
.....	<input type="text"/>	•	<input type="text"/>

TEACHER APPOINTMENTS

- 7a. In the past six months, have you advertised for a permanent teacher in any of the subjects listed in Table 7b?

Yes – complete 7b No – go to Q8a

- 7b. How many applicants were **New Zealand trained teachers** and did you make an appointment in those positions? (If you have advertised for more than 1 position in the past 6 months, use your **most recent position** for each subject)

Table 7b	Number of New Zealand applicants (please tick)					Appointment made? (circle one)
	0	1-3	4-8	9+	Unsure	
English						Yes / No
Te Reo Māori						Yes / No
Chemistry						Yes / No
Physics						Yes / No
General science						Yes / No
Mathematics & Statistics						Yes / No
Health & Physical Educ.						Yes / No
Technology						Yes / No

RELIEF TEACHERS

- 8a. Were there days during Terms 3 and 4 last year (2008) when you needed a day relief teacher but no relief teachers were available?

Yes – go to Q8b No – go to Q9

- 8b. If yes, approximately how often did such a situation occur at your school during Terms 3 and 4? Tick one option

Very rarely (1-2 days).....

Occasionally (3-5 days).....

Often (6-10 days).....

Very often (more than 10 days).....

OVERSEAS-TRAINED TEACHERS

9. Do you currently employ any overseas-trained teachers who taught, or will teach, **for the first time** in New Zealand in 2008 or 2009?

Yes No – go to Q10 Headcount (not FTTE)

- If yes, enter actual **number** of overseas-trained teachers who taught in NZ for the first time in 2008...
- If yes, enter actual **number** of overseas-trained teachers who will teach in NZ for the first time in 2009...

BEGINNING TEACHERS

10. Do you have any **first and/or second year** beginning teachers on your staff in 2009?

Yes No 1st Year Headcount (not FTTE) 2nd Year Headcount (not FTTE)

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

When completed please freefax this form to 0800 224 229 no later than Wednesday 11 February 2009.
Thank you very much for your time.