

April 2024

Secondary School Staffing Survey report 2024

This report summarises the 2024 findings of an annual survey on the teacher staffing situation in secondary and composite schools.



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1. Introduction

In term one 2024 the principals of state secondary schools and state composite schools with secondary rolls were surveyed about their staffing situation. The questions focused on the broader aspects of the teacher supply equation, raising issues of both quantity and quality of supply. There have been similar surveys and reports annually since 1996.

The number of questions in the survey has been reduced in recent years to accommodate the continuing pressures principals are dealing with. The data relates to the survey baseline date of 15 March 2024.

This report is based upon replies received from 125 principals, representing 26% of those that received the survey.

The data has been summarised in this report and individual school responses are not identified. Data for 2019 and 2013 have been used throughout the report to compare the supply situation immediately pre-COVID and with a historic reference point.

Acknowledgements

The annual staffing surveys, and the reports from them, are a unique overview of key indicators of the health of teacher supply in New Zealand and are only possible by the participation of principals from across the motu.

I would like to acknowledge the support of the Secondary Principals Council and the many principals who gave their time and the information to enable the production of this report.

Chris Abercrombie

NZPPTA Te Wehengarua President

2. Executive Summary

The survey findings generally reflect a continuing environment of difficult secondary teacher supply, with some easing in recruitment of middle leadership and availability of overseas teachers.

Many of the indicators continue to be the worst we have recorded since this series of surveys began in 1996 and show a decline from 2019 (immediately pre-Covid) and a significant decline since 2013.

Key indicators of the health of secondary teacher supply at 15 March 2024 were:

Applications for positions

- Overall applications per position have increased since 2023, boosted by overseas applications and an increase in the number of applicants for leadership positions, but the average number of New Zealand trained applicants per classroom position is 1.42, a new low.
- The normal experience of principals was not having a choice in selecting applicants from New Zealand for classroom jobs because there were either none (40%) or only one (24%).
- One in ten advertised classroom positions had no applicants at all.
- 27% of teaching positions had no suitable applicants and 46% had only one.
- 44% of teaching positions had no suitable New Zealand trained applicants and 32% had only one.

Filling positions

- 27% of advertised position could not be filled at all and 7% were filled by LATT appointments.
- Appointments were made to jobs for which there were no suitable applicants.
- 56% of principals had to employ untrained or unqualified teachers because they could not find trained and qualified staff.

Curriculum impacts

- 56% of principals have teachers working in non-specialist areas for the same reason, also the highest on record.
- 30% of schools have cancelled or transferred courses to distance learning because of a lack of qualified teachers.

Day relief pool

- The number of available day relievers per school lifted slightly relative to 2023, but remains one of the lowest recorded at an average of 6.4, with slightly less than half of schools having fewer than five day relievers available.

Retention

- The top single reasons reported by principals for staff leaving the secondary teaching service were retirement and to go overseas.
- Most principals are pessimistic about recruitment of teachers from within New Zealand this year, and a very large majority are pessimistic about retention of teachers through this year compared to 2023.

3. Recruitment

Advertised jobs

79% of the principals had advertised vacant secondary teaching positions between the start of term 4 2023 and 15 March 2024. The number of jobs advertised ranged from 1 to 18 per advertising school.

There were 303 actual vacancy positions advertised. Eight jobs were not identified by tenure. Of the remaining 73% of positions advertised were permanent vacancies and 27% were fixed term.

Unadvertised vacancies

35% of the schools had vacancies that had not yet been advertised at 15 March. This represented 0.61 positions per school. These are equal to 2023 and the joint highest on record for this survey. Nationally that would reflect 293 unadvertised positions.

The equivalent figure in 2019 was 14% of schools and 0.19 jobs per school, and in 2013 9% of schools and 0.15 jobs per school.

Subjects/positions advertised

| Subject | Classroom | Leadership |
|--|-----------|------------|
| Agriculture | 1 | |
| Art/visual art/photography | 8 | 3 |
| Business/commerce/economics | 4 | 1 |
| Catering/Hospitality/Food Technology | 8 | 1 |
| Chemistry/Biology/Physics | 8 | |
| Dance/drama/creative and performing arts | 3 | 3 |
| Digital technology | 3 | |
| English | 30 | 7 |
| General/home room Y7&8,/relief/teen parent unit | 22 | |
| Guidance Counsellor/careers/gateway/pathways/dean | 9 | 3 |
| Hard Materials | 5 | |
| Health | 17 | 1 |
| Kapa haka/Te Ao Haka | 3 | |
| Languages/Japanese/Chinese/ESOL | 6 | 1 |
| Learning support /RTL | 9 | 3 |
| Mathematics | 40 | 9 |
| ORS/SENCO | 1 | 1 |
| PE/Sports/outdoor education | 8 | 1 |
| Religious Studies | 2 | |
| Science/STEM | 18 | 4 |
| Social science/social studies/history/geography/humanities/tourism | 17 | 4 |
| Te Reo Māori | 12 | 2 |
| Technology | 8 | 1 |
| Senior Leadership | | 12 |

Hard to staff subjects

In their comments principals referred to the following as hard to staff:

- Digital technology/ Hangarau Matihiko
- English
- Hard materials
- Health and PE
- Māori medium
- Maths/ Pangarau
- Middle leadership
- Physics
- Relievers
- Science/ Putaiao
- Te Reo

Indications of hard to staff subjects can also be found in 3.7 and 6.2 below, i.e. positions which could not be filled and classes/courses that have had to be cancelled or transferred.

Applications for positions

The average number of applicants across all positions was boosted to 8.5 by an increase in the number of overseas applicants and the number of applicants for middle and senior leadership roles over 2023, but the number of New Zealand trained applicants for classroom teaching positions has continued to fall and has set a new record low.

The average number of applicants per advertised actual vacancy which had closed by 15 March are shown below.

| Nature of role | Positions | Average number of applicants per job | |
|-------------------|-----------|--------------------------------------|----------|
| | | New Zealand | Overseas |
| Classroom | 194 | 1.4 | 7.2 |
| Middle leadership | 37 | 2.1 | 5.8 |
| Senior leadership | 9 | 6.5 | 1.1 |

As a pre-covid comparison the average number of applicants for classroom positions in 2019 were 3.4 New Zealand applicants per job and 3.6 overseas applicants per job. For further comparison, the average number of applicants in 2013 were 9.9 and 6.8 respectively.

Distribution of applications for positions

The table below shows the proportion of jobs with the indicated number of applicants, firstly just New Zealand applicants, then overseas applicants and lastly all applicants. In this case middle and senior leadership data is combined.

| Distribution of applicants per job (% jobs) | | | | | | |
|---|-------------|------------|----------|------------|----------------|------------|
| Applicants per job | New Zealand | | Overseas | | All applicants | |
| | Teacher | Leadership | Teacher | Leadership | Teacher | Leadership |
| 0 | 40% | 15% | 22% | 25% | 10% | 4% |
| 1 | 24% | 29% | 5% | 15% | 10% | 6% |
| 2 | 14% | 15% | 8% | 29% | 5% | 21% |
| 3 | 8% | 15% | 9% | 8% | 5% | 15% |
| 4 | 5% | 8% | 7% | 2% | 9% | 6% |
| 5 | 6% | 6% | 11% | 2% | 9% | 8% |
| 6 | 2% | 2% | 6% | 2% | 5% | 8% |
| 7 | 2% | 0% | 5% | 6% | 7% | 6% |
| 8 | 1% | 0% | 6% | 2% | 8% | 2% |
| 9 | 0% | 2% | 1% | 0% | 6% | 2% |
| 10+ | 1% | 8% | 23% | 8% | 28% | 21% |

The normal experience of principals was not having a choice in selecting applicants from New Zealand because there were either none (40% for classroom jobs) or only one (24%).

For 20% of classroom jobs and 10% of leadership jobs there was no choice of applicants of any origin because there were no applicants or only one.

One in ten advertised classroom positions had no applicants at all.

Applicant suitability

The following are the measures of 'suitability' used in the survey, as suggested by principals when the survey started.

Base scale and unit holder positions

- Evidence of teaching competence
- Recognised secondary teacher training
- Relevant tertiary subject qualification(s)
- Appropriate communication skills
- Appropriate interpersonal skills
- Any 'special character' considerations

For unit holder positions – the above plus appropriate experience relevant to position.

On these measures principals assessed the average number of suitable candidates per position this year as follows:

| Nature of role | Positions | Suitable applicants per job | |
|-------------------|-----------|-----------------------------|----------|
| | | NZ | Overseas |
| Classroom | 191 | 0.88 | 0.34 |
| Middle leadership | 36 | 1.33 | 0.33 |
| Senior leadership | 9 | 3.78 | 0.00 |

Once again, these are historically low figures for New Zealand applicants. In 2019 there were 2.0 suitable New Zealand applicants per advertised classroom job and 0.3 suitable overseas applicants for these positions. In 2013 the equivalent figures were respectively 3.3 and 0.6 suitable applicants per job.

The table below shows the proportion of jobs with the indicated number of applicants who were considered potentially suitable for the advertised position, again, firstly New Zealand applicants, then overseas applicants and lastly all applicants. Middle and senior leadership data is combined.

| Suitable applicant distribution (% of jobs) | | | | | | |
|---|-------------|------------|----------|------------|----------------|------------|
| Suitable applicants for job (n) | New Zealand | | Overseas | | All applicants | |
| | Teacher | Leadership | Teacher | Leadership | Teacher | Leadership |
| 0 | 44 | 29 | 73 | 77 | 27 | 25 |
| 1 | 32 | 25 | 18 | 8 | 46 | 19 |
| 2 | 12 | 13 | 3 | 8 | 11 | 19 |
| 3 | 5 | 10 | 2 | 0 | 5 | 15 |
| 4 | 2 | 4 | 1 | 0 | 3 | 2 |
| 5 | 2 | 6 | 0 | 0 | 3 | 6 |
| 8 | 1 | 4 | 1 | 0 | 2 | 4 |
| 9 | 0 | 0 | 0 | 0 | 1 | 2 |
| 10+ | 0 | 0 | 0 | 0 | 0 | 0 |

The normal experience of principals was overwhelmingly not having a choice in selecting a suitable applicant from New Zealand because there were either none (44% for classroom jobs) or only one (32%).

Only for less than one in four jobs did the principal have a potential choice between suitable New Zealand applicants for classroom and one in every two jobs in leadership.

For 73% of classroom jobs and 44% of leadership jobs there was no potential choice of suitable applicants of any origin because there were either no suitable applicants or only one.

Appointments

238 positions (169 permanent and 69 fixed term) had sufficient information to identify how they had been filled. 27% of those advertised jobs could not be filled and a further 7% were filled by LATTs.

Comparatively, in 2019 13% of positions could not be filled and 2% were filled by LATTs. In 2013 those figures were respectively 8% and 2%.

Appointments – all jobs

| Position type | Appointment type (% jobs) | | | |
|---------------|---------------------------|----------|------|----------------|
| | External | Internal | LATT | Could not fill |
| Permanent | 50 | <1 | 3 | 17 |
| Fixed term | 14 | 1 | 4 | 10 |

Appointments – by tenure

| Position type | Appointment type (% job type) | | | |
|---------------|-------------------------------|----------|------|----------------|
| | External | Internal | LATT | Could not fill |
| Permanent | 71 | 1 | 4 | 24 |
| Fixed term | 49 | 4 | 13 | 33 |

The types of positions which could not be filled were assistant and leadership positions in:

- Dean
- Digital technology
- Drama
- Economics
- English
- ESOL
- Food technology
- Guidance
- Hard materials
- Health
- Homeroom
- Learning support
- Māori performing arts
- Maths
- ORS
- PE
- Physics
- RTLB
- Science
- Social sciences
- Te Reo Māori

The types of positions that had to be filled by LATTs were:

- Art
- English
- Guidance
- Homeroom
- Health and PE
- Hospitality
- Maths
- Putaiao
- RE
- Social sciences
- Te Reo Māori

Appointment of untrained/unqualified teachers

56% of principals had to employ untrained or unqualified teachers because they could not find trained and qualified teachers for the first term of the year. The employing schools had appointed 1.9 such teachers each on average, almost double the figure for 2023.

Overall, 1.1 untrained/unqualified teachers were employed per school,

27% of schools had employed untrained/unqualified teachers to fixed term positions and 37% to permanent positions.

Comparative figures are 17% of schools and an average of 0.26 appointments per school in 2019 and 16% of schools and 0.25 appointments in 2013.

Principals' comments on the jobs advertised

- *Advertised a ML English 3 times and waiting for it to close for the 3rd time. It is the worst I have experienced.*
- *I have also been supporting an overseas teacher to gain a LAT to relieve for Maths*
- *I am currently advertising [an HoD position] but no luck so far.*
- *Internal appointments didn't apply. After receiving no applications, specific staff were asked to fill the position.*
- *It looks like we have found people, but what we have done in actual fact is cobble together compromises. For the permanent Commerce teacher we found a man who is a ECE registered teacher who has done some study in Economics.*
- *Most of the pool of teachers and even suitable overseas applicants has been exhausted at the start of the year and at this time.*
- *Only able to fill after advertising three times.*
- *Our day relief pool is also inadequate which has led to internal relief over and above entitlements to keep the school functioning.*
- *Overseas applicants either have pending teacher registration or none. They are also waiting on work visa applications.*
- *Position 2 - this was advertised for the 3rd time before we had a suitable applicant.*
- *Position not filled through advertising, we looked to our Kura whānau and appointed a LAT who is in her first year of teacher training.*
- *Terrible range of applicants and even ones we have appointed I would not appoint if I had better NZ candidates or even any candidates form NZ*
- *The teacher we interviewed who was suitable was offered another job at another local high school.*
- *The two maths jobs are separate jobs, one is retiring the other left as a result of a major health issue*
- *Very hard find NZ trained teachers and having to recruit overseas with the hurdles and barriers this creates especially the time and effort invested ensuring they come culturally competent and brought up to speed with school culture.*
- *Very short on relief teachers. Even suitable teacher aides are hard to find.*
- *We are advertising right now for [Maths position]*
- *We have filled two positions at short notice using a relief teacher and a LAT teacher*
- *We went to a recruiting agency and they provided us with a Senior Teacher from [overseas]. Not suitable for HoD*

4. Attrition

The attrition data below refers to teachers who resigned to leave the secondary state teaching service in New Zealand other than for temporary reasons, such as maternity leave, and those moving between state and state integrated secondary and area schools.

Resignations

116 schools gave details of their leavers. 84% reported that they had teachers who had left our secondary teaching workforce between the start of term 4 2023 and 15 March 2024.

They collectively reported 409 teachers over that time who left the secondary teaching profession, an average of 3.5 teachers per school (2.5 in 2019 and 1.2 in 2013).

Resignations by reason

Retirement remains the most common single reason given by principals for teachers for leaving teaching. 2023 figures and comparative 2013 and 2019 figures are given below.

Reasons for resignation

| Survey year | Reason for resignation (%) | | | | | | |
|-------------|----------------------------|------------------|----------|------------------|-----------------|-------------------|-------|
| | Retirement | Non-teaching job | Overseas | Primary teaching | Private schools | Tertiary teaching | Other |
| 2024 | 25 | 19 | 22 | 3 | 4 | 1 | 25 |
| 2023 | 31 | 25 | 17 | 6 | 3 | 1 | 16 |
| 2019 | 40 | 17 | 15 | 3 | 7 | 1 | 17 |
| 2013 | * | 16 | 23 | 5 | 3 | 3 | *50 |

**Until 2016 retirements were included with 'Other'. From 2016-2022 'Other' has averaged 19% of reasons for leaving secondary teaching in New Zealand and 'Retirement' has averaged 38% of reasons.*

5. Day-relief Pool

One hundred and eighteen principals supplied data on their relief pools. They show some improvement on last year, which was the lowest figures in our records.

The principals had an average of 6.4 day-relievers available to them, including 6.2 trained and qualified teachers. However, almost half of the principals could only access four or fewer.

The distribution of day-relievers this year are shown below:

| | Number of day-relievers | | | | | | | | | | |
|----------------|-------------------------|---|----|----|----|----|---|---|---|---|-----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
| % schools 2024 | 4 | 8 | 10 | 16 | 9 | 9 | 9 | 0 | 9 | 3 | 22 |
| % schools 2023 | 3 | 6 | 13 | 17 | 13 | 17 | 6 | 4 | 4 | 2 | 15 |

About one in eight schools currently have access to access to one or no relievers.

In 2019 there were an average of 9.7 relievers per school and 39% reporting fewer than 6 day-relievers available, while in 69% in 2013 there were 11.5 relievers per school and 33% of schools reporting fewer than 6 day-relievers available,

Note - in areas where several schools are close together they may share a number of day-relievers.

6. Curriculum Delivery Issues

Use of non-specialists

56% of the principals had teachers working in non-specialist areas because they could not find a specialist teacher. This is the highest recorded level in this series of surveys. By comparison, in 2019 the proportion was 39% and in 2013 it was 15% of schools.

Classes cancelled or transferred

Classes were cancelled or transferred to Te Kura (Correspondence School), polytechnics or electronic delivery because schools have been unable to find subject specialists this year.

30% of the principals had had to cancel or transfer classes because specialists could not be found. This is equal to 2023, and jointly the highest proportion on record.

In 2019 the comparative figure was 18% of schools and in 2013 it was 15%.

On average one in four schools cancelled classes and one in six schools had to transfer courses/classes.

Courses/classes affected this year were in:

- Accounting
- Biology
- Business studies
- Calculus
- Chemistry
- Commerce
- Dance
- Digital Technologies
- Drama
- Economics
- English
- ESOL
- Fabric technology
- Food Technology
- French
- Geography
- Hard Materials Tech
- Health
- Hospitality
- ICT
- Japanese
- Languages
- Māori Performing Arts
- Maturanga Maori
- Mathematics
- Media Studies
- Music
- Outdoor education
- PE
- Physics
- Samoan
- Science/ Putaiao
- Social Science
- Te Reo
- Technology - DVC
- Tikanga Māori

Principals' comments on cancellation/transfer

- *Although none were cancelled or transferred, we didn't offer some in 2024 due to a lack of availability.*
- *We have not cancelled any courses yet but may have to if we cannot find a Te Reo Maori teacher.*
- *We may be in the situation of transferring/collapsing Maths classes*

7. Staffing expectations

Expectations of recruitment and retention

Principals indicated their recruitment and retention experience and expectations for this year relative to the previous year. The table below indicates their expectations (*excluding those who said they did not know*).

| Expectation 2023 | Response (%) | | |
|------------------------|----------------------|--------------|----------------------|
| | Easier / much easier | No different | Harder / much harder |
| Recruitment - NZ | 3 | 16 | 82 |
| Recruitment - overseas | 9 | 53 | 37 |
| Retention | 5 | 34 | 61 |

Four in every five principals with an opinion on what they expect for the year anticipate it to be harder or much harder to recruit from within New Zealand for the rest of this year. Only one in three expected more difficulty this year in recruiting from overseas.

Principals are more pessimistic than in 2023 about retaining staff this year.

8. Principals' comments on teacher supply

- *A distinct lack of qualified teachers from NZ in the English and Mathematics areas that we are looking for. Te Reo teacher is still in her training and will complete that this year before taking up the job permanently I hope. Applications now 80% from overseas, and many from NZ are overseas trained. Relievers pool is now getting soaked up to fill the gaps and we have no trained relievers to cover for illness etc.*
- *A growing trend at our school is for teachers to apply for refreshment or discretionary leave which our Board supports rather than have to replace the teacher if they resign.*
- *Although we have appointed in some positions, we have not always appointed the quality of candidates that we would have liked to or could get in the past. We are also having more gaps while we wait for teachers to arrive from overseas or other jobs and have to fill in with relievers.*
- *As we are a small school, in some subject areas we cannot supply a full time, permanent vacancy. It is more difficult to get interest in a small part-time position.*
- *Fluent teachers of Te Reo me ona Tikanga are difficult to find in rural, remote and isolated schools so more often than not we are identifying and encouraging people from within our communities to return home or to train because: a) they know the culture of the community b) they are more likely to stay Why don't they bring back country service or bonding?*
- *For the roles advertised this year 1 had been advertised 4 times before finding a suitable applicant. Another job, science is on its third re advertisement.*
- *Have struggled to find a physics teacher for my Senior students.....many can only teach to Level 2 Physics (basic knowledge) and the majority are overseas trained plus they have no idea about the NZC. We offered a mathematics teacher a FT position, but he withdrew his application because it was too expensive to settle in Auckland and decided to move to Napier.*
- *Having tremendous difficulty recruiting staff for our rural Wharekura. Teachers competent in Te Reo across several curricula are rare indeed. No school housing and local accommodation is another issue.*
- *HR and recruitment are now a huge part (60%) of my role as Principal. Where are the NZ teachers? It has been overwhelming at times especially knowing our kids are not going to get a good deal because the new overseas teachers and present staff are under the pump with all the other changes occurring in education and the pressure this government are placing on low socioeconomic families with the cost of living crisis. We are being more and more challenged with the things we do. Some of the students are totally disrespectful, challenging and this is backed up by parents/caregivers. The number of students on the spectrum, low literacy and numeracy has become overwhelming for the staff as the school grows. We work hard and the sickness is rife, so the students have said "Not another reliever". Covid has not gone it just continues to sail through the community again and again, wellness both mental and physical is noticeable in the staffroom and is at an all-time low. This all adds to the stresses and pressures of the job as a teacher in NZ and hence the reason why young people do not want to become teachers. We are not in crisis but what will be the 'straw that breaks the camel's back'? This staff recruitment and retention has been talked about for years and unfortunately not much has been done. This government, the 'slash and burn brigade' are not going to help. We are going to end up with the have and have not schools again which makes me sad because my families are really hurting especially for a chunk of them who now have to pay to get to school by school bus. Getting home grown young people into the teaching profession MUST be high priority for us as a union as well as this government.*
- *I am concerned at the lack of suitable applicants for teaching roles who are NZ trained. I am really concerned about the lack of relievers available to cover classes. It is not winter and we are already finding it hard to cover classes.*
- *I am writing to express my firm belief in the critical importance of trained and qualified teachers, particularly in Te Reo Māori, Hard Materials Technology, and Mathematics curriculum areas. As these subjects constitute essential components of a well-rounded education, competent educators in these fields are paramount to fostering academic excellence and cultural enrichment within our schools. Firstly, the preservation and promotion of Te Reo Māori, the first language of New Zealand, are integral to maintaining our nation's cultural identity and heritage. Trained teachers proficient in Te Reo Māori are pivotal in instilling a sense of pride and connection to traditions among students, fostering cultural understanding and respect within our school and wider community. Secondly, Hard Materials Technology encompasses diverse practical skills and theoretical knowledge crucial for preparing students for the demands of the modern workforce. Qualified teachers in this discipline impart technical expertise and cultivate problem-solving abilities, creativity, and innovation essential for success in engineering, design, and construction. There needs to be more Hard Materials Technology teachers being trained. Furthermore, Mathematics is the foundation for various academic disciplines and real-world applications, making it indispensable in shaping students' analytical thinking, logical reasoning, and quantitative literacy. Trained mathematics educators possess the expertise to deliver comprehensive instruction, cater to diverse learning styles, and inspire students to develop a deep appreciation for the beauty and utility of mathematical concepts. In light of the significance of these curriculum areas, it is imperative that schools prioritise the recruitment, training, and retention of qualified teachers equipped with the requisite subject*

knowledge, pedagogical skills, and cultural competence. Adequate support and professional development opportunities should be provided to empower educators to enhance their effectiveness and address the evolving needs of students in a rapidly changing educational landscape. In conclusion, providing trained and qualified teachers in Te Reo Māori, Hard Materials Technology, and Mathematics is indispensable for fostering academic excellence, promoting cultural diversity, and equipping students with the skills and knowledge necessary for future success. I urge all educational stakeholders to recognise the critical role of educators in these disciplines and commit to investing in their recruitment, training, and professional development initiatives.

- I dread any teachers resigning as there are no qualified NZ applicants available. I have a number of staff battling serious medical conditions and are struggling to cover these with LTR.
- I feel like we've become part of the 'green card' entry to NZ process with overseas teachers wanting to get in to the country, stay at our school for 1 -2 years and then move on. Or I'm recruiting at the end of a year, from overseas, then find the teachers struggle to adapt to NZ classrooms and pedagogy, and I'm managing them out by the end of the year. Feels like a vicious cycle. So frustrating!
- I feel there is a strong element of luck at the moment, as it is more about who is looking to move to the region than who we can attract. We've been lucky this year, but I know other schools in the area who are still looking. We are excited if we get one good applicant for a role, and keep telling ourselves all we need is one, but it would be good to have choices. Having said that, the luck has been shining on us and we have good people this time around. I'm reluctant to hire from overseas again as it takes too long and the quality of teachers has been lower than expected. However, we know we can't always be 'lucky' like we were this year and we might need to consider this again too.
- I have not included in this survey the struggle throughout 2023 when we had to make an appointment for a Maths/PE role. We eventually filled the position with a newly qualified teacher who needed to register as a LAT because he hadn't graduated yet. He now works for us permanently in the role of a qualified teacher. I wonder - would EC consider pre-registration at course completion rather than going through the LAT process for an October-December position, then re-employing the following year. It seems unnecessarily paperwork-heavy, given that we already know the person has met the requirements of graduation but needs to wait for the ceremony.
- I have struggled to appoint teachers due to shortage of local teachers (trained teachers in New Zealand). Many applicants from overseas that have experience in their home land unfortunately no experience of teaching in NZ. Found an ideal applicant with 7 years experience of teaching in the Philippines, however unable to start his position due to visitor visa status.
- I lost two experienced teachers leaving for Australia. One PCT two has decided to leave the profession. Another PCT two has decided to live overseas and will likely teach English as second language. We have advertised for a math position since term 3 of 2023. We have had no domestic applicants apply. We have two LTR this year. One covering math but is not trained in math. The other covering technology but is a retiree who is supporting us. This position is LTR until we can find a suitable candidate. Due to financial constraints I cannot afford to pay for visa applications into the country. I understand that I can get a reimbursement however I have been advised not to due to our current financial constraints. I cannot afford to pay a recruitment company to find suitable applicants. Two of our departments are already feeling the 'burn' of providing relief for our LTRs. They are only here until week two of term two.
- Immersion Māori education is booming. We need to really invest into growing our own. Supporting the next generation of reo speakers coming through who would be brilliant kaiako.
- In the past we have had very few resident NZ teachers apply for jobs. This worries me immensely as it has also been my experience that overseas teachers have struggled in teaching our kids. Somehow we need to get more of our students wanting and training to be teachers, or find a way to get them into the profession in other ways. Working while training seems to be a great step forward in this regard.
- It is a challenge to attract teachers to Northland. There are misconceptions in New Zealand about the quality of life that may make prospective candidates think twice.
- It is nearly impossible to fill vacancies in Technology with NZ trained teachers as there is no one training in the field. Staffing issue is causing a lot of stress.
- It is so difficult to recruit teachers to this part of the country. Even with HPSTA benefits, support in moving houses/country and so on it is not really enough. Once they come, they often stay but our young teachers often move on as they are still exploring the world, have partners in other parts of the country/world, want to be nearer family etc.
- It's extremely difficult recruiting Kaiako to teach in a Wharekura Y7-13. There are few if any graduates coming out of Teacher Training Colleges with the necessary qualifications who have the subject content and can teach through the medium of Te Reo. My wharekura has struggled to attract suitable applicants who can teach across all curriculum disciplines through the medium of Te Reo, especially in subjects such as Putaiao(Science), Pangarau(Maths), and Hangarau Matihiko(Digital Technology). These teachers just don't exist and the ministry has done nothing to address the issue of recruiting appropriately trained staff for wharekura nor have they addressed the issue of retention of good qualified Kaiako in wharekura. Most kaiako cross over from kura kaupapa but don't have the training needed to cover things

such as NCEA, achievement standards, and teaching specialised subjects. This has been an ongoing concern that I and other colleagues in wharekura have shared with the ministry over a period of many years and still, nothing's been done to address the issue. I and other colleagues are often forced to go back into the classroom to fill the gaps and that puts extra stress on us as Tumuaiki that others in mainstream don't experience. The PPTA's latest Principals Collective Agreement has finally acknowledged this issue and now after teaching and running my wharekura as a teaching principal ... I can finally apply for MITA like my colleagues have been doing under the Area School Principals Collective Agreement. There is also the inherently racist dual process for the establishment of kura kaupapa and pakeha mainstream schools, clearly, two sets of rules and criteria for two different types of schools, one Māori and the other Pakeha says it all really. Wharekura like mine have different issues that make our jobs extra difficult and create stress that other principals in pakeha school don't experience, the issue of MITA is a classic example.

- Maths is still a critical area - we advertised 5 times the same position to try and get one suitable person - in the end other subjects get cut to allow other staff to cover the position so often it is the subjects of high interest for students being sacrificed in order to teach a subject that is required.
- NCEA change off putting for teachers
- Ongoing concern about small number of students in ITE, particularly in traditionally hard to staff subjects/areas. Middle management roles increasingly hard to staff.
- Overseas applicants have been abysmal. NZ trained applicants almost none and not appropriate. We will have to move to distance learning and collapse classes in term 2 this year which we have never had to do before. With roll uncertainty and not being able to appoint permanently we have zero options for appointment.
- Overseas trained teachers: Immigration processes have been satisfactory with regards to visas for overseas trained teachers, and whilst there are concerns about the delays and lack of response with regards to provisional registration from Teachers Council the most stressful issue for our overseas trained staff in with the delays in salary assessments.
- Pay scales too low, especially for new teachers starting out. Workload increases, especially unsupported changes to NCEA and new curricula. Changes to L1 NCEA after changes were already made. Science is currently on the third set of significant changes since the first significant iteration last year. Lack of support for pilot and new NCEA Standards eg assessment criteria released after our students had completed the Standards in 2023 Lowering of number of Excellences in NCEA. Flies in the face of Standards used assessment. Continual denigrating of teaching profession in media and by government eg comparison to countries with out of date styles of teaching and learning eg Singapore in PISA Additional workload eg attendance. Concern about uncertainty of changes and timing of L2 and L3 NCEA.
- Quality of teacher trainees is deplorable. Almost impossible to fill specialist teaching positions
- Recruiting and appointing HoD Math was underwhelming in terms of applicants and number of applications. Too many with unrealistic expectations i.e. ambition exceeds proven ability.
- Replacing teachers is my biggest nightmare as a principal currently.
- Some teachers are going through the motions - and do not have high engagement. We have a significant number of daily teacher absences due to illness. It is very difficult to recruit teachers for our rumaki units.
- Staffing is critical, having to appoint unsuitable people to positions just to have someone in front of the children.
- Supply of quality teachers is a huge issue.
- Teacher absences or sick leave is greater than during COVID. I have relievers who attend school more than some of my teachers. This affects school culture and positive change that we're trying to implement because delivery is inconsistent due to teacher absences. I believe teacher absence is just as serious a concern as student absences. I'm referring to legitimate teacher absences and the causes are workload - e.g. class sizes affected by teacher shortages. I have 10 staff who require compensatory measures and only have time to give them but because we don't have enough relievers I may have to finish school early so everyone can take their compensatory time at the same time and avoid haphazard release for each teacher when they want to take their compensatory time.
- Teacher morale has had a significant issue on staffing. Current uncertainty with the change of government has exacerbated this. We are seeing far more student behavioural issues presenting, leading to staff/student conflict and a decrease in staff feeling safe in their teaching environments. There has been an upsurge in gang presence in the school which we have previously been able to keep outside in the community.
- Teachers are leaving the profession and current recruitment does not fill the vacancies. There are better opportunities (less stress and more pay) for teachers outside of teaching and this becomes more enticing as the workload increases. Great teachers work long hours to be planned, engaging and relevant. This

is often at the expense of spending time with their own children. The general public perception of teaching as a profession is at an all time low.

- The general questions about attracting staff are difficult to answer because they are dependent upon the job being advertised. We have found Health and Physical Education a much more difficult area to staff than in the past - we had a couple of jobs going last year and we really struggled to attract any suitable candidates. Mathematics, Technology and Science remain hard to staff areas.
- The NCEA and curriculum changes lead from the government agencies and support have been poor at best. This has put massive pressure on our staff, added stress to the workplace etc.
- The quality of teachers is poor and attracting them to low decile schools is difficult. I have appointed a number of teachers from overseas and they struggle adjusting to New Zealand schools. The process of the job check is laborious and takes too long. The new process of salary assessment now adds to the Principals workload whereas this could be delegated to HR previously.
- The salary increases stopped the rot to Oz. Technology is just impossible for NZ trained teachers
- The supply / shortage of teachers is dire. A huge concern.
- The teacher shortage crisis is real. It is not the preserve of former decile 1 schools who lose out to schools who some may perceive as 'better'. Every school I know of is now struggling to attract top candidates, actually no, candidates who they would have happily placed in front of classes 5 years ago. We are settling for 'warm bodies' in some instances and this is terrifying. If we are not training our own ... then we are in direct competition with each and every school and the pool of applicants is skinny. This is beyond a crisis, I do not see how the profession recovers and the students, who are more needing of support than ever, are supported adequately by the wider profession. It is no longer an attractive profession to enter. Whereas I would have supported my own children to become teachers 10 years ago, I am now happy that they are not showing an inclination to the profession. They can work in far less stressful environments, with far more financial reward and if I may be brave enough, with less effort in other professions!
- There are simply not enough NZ trained teachers to fill crucial roles within our school.
- There were many applicants from overseas that applied for our advertised position but were not suitable, often did not read the specifics for the position and did not complete the application pack once sent out - leaving us with no overseas applicant in the end.
- We are a small Rural School ... trying to recruit teachers is one of our biggest issues. We do not attract quality teachers and in the few years I have been Principal we have had no more than 6 teachers apply from within New Zealand. Of those only 3 have been New Zealand trained. We have had to put school houses into the disposal process to fund MOE property projects. This makes recruitment even more challenging.
- We are fortunate to have all areas fully staffed. It has not always been the case!
- We are in a crisis around the following points. 1] Lack of NZ trained teachers in Secondary with a number of subject areas being in high demand but with few graduates. 2] Lack of active promotion of the sector in NZ 3] Overseas trained teachers need comprehensive training when they come to NZ - I would suggest 1 week immersion in cities before they join schools to get training on NZ Culture, NZC and language. This is a large cost to schools to do this and could be done more effectively. 4] Overseas teachers coming to NZ does not have a fast enough process through immigration - we need them in NZ as far as possible.
- We are in the provinces. I had several jobs up at the end of 2023. Only 1 NZ grad applied for one of the positions. Young people don't want to come to little towns ... Over the last 3 years, I have appointed 6 overseas trained teachers because that's all we can get. Last year I had 4 people go off on long term stress leave - 3 of them have now left teaching. Things are tough. We are not training enough students.
- We found it much more difficult at the end of 2024 and this year in terms of staffing. We were still appointing the week before school started. A number of positions had to be advertised on multiple occasions.
- We have a principal on extended sick leave. We have a specialist science position that we are staffing with a part time retired teacher. We are staffing a maternity leave position with a limited authority to teach staff member.

- *We have four school-based training students - some of which we are now making part-time LATs to cover classes. Many class numbers are over 32, which will cost us compensation for our teachers but means we have someone in front of students. Retention is requiring creative ideas around unit allocation in hard-to-staff areas, which is a parity issue. Overseas teachers have found housing a challenge, and require more support in behaviour and curriculum management which impacts on other teacher workload.*
- *We haven't had to recruit teachers this year, however, speaking with colleagues it is hugely difficult. Finding quality support staff is just as big of an issue.*
- *We receive an 80:20 split of overseas teachers to NZ-trained teacher applications for every job we have advertised. Fewer applicants apply for leadership roles, especially if they require a shift of schools. Often, the applicants are young, inexperienced teachers looking for an increase in salary. Those with 5-10 years experience do not seem to be applying for leadership roles. I suspect they are fully aware of the work required vs the compensation and time allowance gained.*
- *We struggle no end to find staff. Our Board has been strategic this year, we have looked within our whānau to target future kaiako and have employed them as LATs to fill the gaps while they are also completing teacher education programmes. This is a huge investment at our end with no guarantee that on completion of their qualifications, that they will want permanent positions. There is also huge pressure and commitment of existing qualified kaiako to support and scaffold these LATs in the classroom and with their study so that they want to stay in teaching and so that we have quality in front of our taura.*
- *We used to get lots of NZ applicants. There are none at present. The overseas applicants are from countries that do not have similar systems to NZ. We are also expected to carry the resourcing to train these teachers, resourcing that we do not have. I am not prepared to set a teacher up to fail because we cannot support them in their transition to NZ. If we have 3 or 4 overseas teachers that is a huge cost to the school and the current teachers. It will become a cycle where an overseas teacher comes in and puts pressure on a current teacher who then feels that this is too much and so they leave the profession. This gap will then be filled with another overseas teacher and so the cycle continues. I also find I am considering applicants that I would not have even shortlisted previously. The bar has been significantly lowered so that we have a warm body inside the room. This is not just our experience. I am moving overseas as my position is no longer sustainable. I am burnt out and have no family life. The expectations are far too high.*
- *We've used many of our relievers in part time LTR roles this year so even though we look to have lots of relievers, we actually don't and staff are being asked to help far more often than we'd normally want. And several of our fixed term roles (maternity leave and Kahui Ako backfill) have been taken by previous staff who have come out of retirement to help us out for the year. Pleading may have been involved! Our staff who retired have done so early (neither is 60) and both are back as relievers. They left early for the sake of their wellbeing - basically to have a life!*
- *Where are a college with a very good reputation and lowest equity index ratings and we have really struggled to find suitable staff to fill vacancies. We consider ourselves lucky to have one suitable candidate. If we are struggling, I would hate to be principal to isolated or higher equity rating schools. We are in real crisis with staffing as a nation. There is no lead from the Ministry.*
- *With the immigration of families into the country, Auckland in particular, student numbers have greatly increased but the information coming to schools is slow from a recruitment point of view this is causing late recruitment drives and high demand for well-qualified and experienced teachers. There is a shift to searching for overseas applicants who are returning to NZ or have the experience to adjust to the NZ Curriculum. These are often from misaligned school year end also create a need for relief cover. Long waits for visas, arrival of overseas staff, and increased mahi for recruitment.*