

May 2019

Secondary School Staffing Survey Report 2019

This report summarises the 2019 findings of an annual survey on the teacher staffing situation in secondary schools at 15 March.

PPTA represents the professional and industrial interests of some 17,500 secondary teachers in state secondary, area, manual training and intermediate schools, as well as tutors in community education institutions, alternative education and activity centres, and principals in secondary and area schools.

Contents

| | |
|--|-----------|
| 1. Introduction | 2 |
| 2. Executive Summary..... | 3 |
| 3. Recruitment | 6 |
| 3.1 Advertised jobs | 6 |
| 3.2 Outcome of advertising in January-March 2018..... | 7 |
| 3.3 Appointment of untrained/unqualified teachers | 9 |
| 3.5 Hard to staff subjects..... | 11 |
| 3.6 Other vacancies..... | 11 |
| 3.7 Applications for positions..... | 13 |
| 3.8 Classroom teacher positions..... | 15 |
| 3.9 Middle leadership positions | 19 |
| 3.10 All leadership positions..... | 23 |
| 4. Overseas recruitment..... | 28 |
| 5. Attrition | 29 |
| 5.1 Resignations | 29 |
| 5.2 Resignations by level..... | 30 |
| 5.3 Resignations by destination | 30 |
| 6 Day Relief Pool..... | 31 |
| 6.1 Availability of day relievers | 31 |
| 6.2 Distribution of day relievers | 32 |
| 6.3 Distribution of trained and qualified day relievers..... | 33 |
| 7. Curriculum Delivery Issues | 34 |
| 7.1 Teachers out of their specialist field..... | 34 |
| 7.2 Classes cancelled or transferred..... | 36 |
| 8. Staffing expectations | 37 |
| 8.1 Experience and expectation of recruitment and retention..... | 37 |
| 8.2 Optimism indices | 38 |
| 9. Principals' comments on teacher supply | 40 |

1. Introduction

In term one 2019 the principals of secondary schools and 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 since 1996.

The survey seeks information on positions advertised in the first three Education Gazettes of the school year (February-March). Schools expect most positions will be filled before the end of January (in fact most vacancies are advertised and filled in the last part of the preceding year). The February Gazettes therefore reflect the predicted supply shortfall, and enable the mechanisms by which schools have filled positions to be more clearly discerned. In addition, the March gazettes reveal the level of staffing shortfall caused by Ministry of Education underestimation of school staffing needs.

This report is based upon replies received from 152 secondary and composite schools. This represents 33% of schools that received the survey. The response rate for secondary schools was 42%, and 11% for composite schools. Schools which responded after 9 May are not included in this report, but will be included in updated 2019 figures in next year's report.

The data has been summarised in this report and individual schools are not identified. Results from the 2018 survey are provided for comparison¹ and comparable data from earlier years can be found in the accompanying graphs. The responses relate to the staffing situation as at 15 March 2019 unless otherwise indicated.

¹ Some figures differ from those in the 2017 report, reflecting the addition of data which arrived after the 2017 report was written.

2. Executive Summary

The survey findings generally indicate in many areas some easing of the secondary teacher supply situation relative to last year, but not against longer term trends.

One area where the easing relative to 2018 is not so apparent is in the recruitment of middle leaders.

Principals remain largely pessimistic about recruitment and retention, though more positive than negative about the ease of overseas recruitment.

Section summaries

Jobs

There was a decrease in the number of jobs advertised across responding schools in the first three gazettes of 2019 compared to the same period last year, putting advertising back on a par with 2017.

The most advertised subjects were: English, Maths, PE, Science and Social Studies/Science.

Filling positions

A broadly similar situation to last year.

A similar proportion of schools had unfilled vacancies and a similar proportion (about one in five) of advertised jobs could not be filled, predominantly English, Te Reo Māori, Maths and Science:

- 13% of the schools had advertised vacancies they had not been able to fill.
- 19% of the vacancies could not be filled.
- 2% of the advertised positions had been filled by LATs

There were fewer untrained and unqualified staff appointed.

Technology, Maths, Science, Te Reo and English, were most frequently mentioned as hard to staff. Also mentioned were: guidance, digital technology, physics, geography, home economics, art, chemistry, commerce and history, middle management positions, Māori teachers in any subject and relievers.

Over a quarter of these vacancies which were not closed were in English, with PE and Maths the next most common. Other were: food and textiles, Te Reo Māori, Guidance Counselling, Agriculture, Drama, Science, History, sports, learning support, generalist, and languages.

There were fewer unadvertised vacancies at March 15th this year: most commonly in Maths, Art and Te Reo Māori.

Applications for jobs

The average numbers of applicants per position across all positions increased from the low point of 2018. Most of this increase is in overseas applicants.

Nine percent of the identified classroom positions advertised had no applicants.

Classroom-based jobs attracted about three and a half NZ trained applicants on average. One in six of jobs had no NZ-trained applicants.

Middle leadership positions attract 4.3 applicants on average, lower than classroom teaching positions.

About one in twelve middle leadership positions had no applicants and one in six middle leadership positions had no NZ-trained applicants.

Suitability of applicants

About 60% of New Zealand applicants and 12% of overseas applicants were suitable for consideration.

A third of classroom positions had no suitable applicants and 36% had no suitable New Zealand applicant.

The average number of suitable applicants for middle leadership positions is slightly up from 2018.

One third of middle leadership positions had no suitable applicants and 15% had only one.

Appointment of overseas trained teachers

More schools appointed overseas trained teachers to permanent vacancies than in 2018. The average number of appointments of overseas teachers to permanent positions doubled between these years. While an improvement over the year, this is average to low in terms of historical use of overseas teachers.

Retention

More schools (74%) reported teachers had left our secondary teaching workforce since 15 November the previous year.

They lost an average of 2.5 teachers each during that time, similar to the same period last year (2.7). These losses remain high relative to previous surveys.

Increasingly losses are due to retirement (around 40% this year).

Day relief pool

The average number of day relievers per school is 9.7 (including 9.5 trained and qualified). This is an improvement on 2018 but remains low in historical terms.

Most schools have between six and ten relievers available to them. 13% of schools reported having two or fewer relievers were available, including 3% that had no relievers.

Most schools report between three and five trained and qualified relievers available. Thirteen percent of schools have two or fewer trained relievers available, including 4% with no trained relievers.

Curriculum delivery matter

A similar proportion of schools used teachers out of their specialist area because specialists could not be found to last year. These two years show the highest percentage of schools recorded since these surveys began. However fewer teachers, classes and many more students were affected this year than in 2018.

Schools most often use teachers trained in PE, primary and Social Studies to cover classes, and the classes most covered by non-specialists are Maths, Social Studies and Science.

The classes covered by non-specialists were predominantly junior classes (53%).

Approximately 5,500 students were affected by the teaching of subjects by non-specialists in the responding schools, which suggests 17,650 students nationally (lower than last year).

A little fewer than one in five schools had to cancel classes or transfer to a form of distance learning because a suitable specialist teacher could not be found, lower than last year (which was itself the highest level of transfer/cancellation since 1998).

Ninety percent of the classes cancelled or transferred were senior secondary classes. The most frequently affected classes were Te Reo Māori (17%), Accounting and Spanish (each 7%)

Schools had an average of 14.5 students per affected course, suggesting 1,850 students affected nationally.

Recruitment and retention experiences and expectations

Principals overall felt they had experienced more difficulty recruiting from within New Zealand for the start of the school year, were increasingly pessimistic about being able to recruit during the year, generally found it harder to retain staff from last year into this one and were more pessimistic about being able to retain staff through the remaining terms.

The majority of principals expected no change from their experiences over the last year. The exceptions were:

- for recruitment of New Zealand trained teachers for the start of this year, the largest group were those describing it as harder than the previous year,
- the expected recruitment of New Zealand trained teachers over the rest of this year, which again most expected to be harder than last year and
- they were more positive than negative about their experience recruiting from overseas: 25% thought it had improved since last year.

These responses generally echo the observation that where schools have had to advertise they are not finding it as easy to replace teachers.

Comments

Of the 62 principals who made comments, 11 indicated their staffing had gone smoothly this year. Others commented on issues causing them concern. The most frequently mentioned were concerns about recruitment, overseas teachers, reduced numbers of applicants and the lack of NZ trained applicants.

They are conscious that many of their staff are approaching retirement.

3. Recruitment

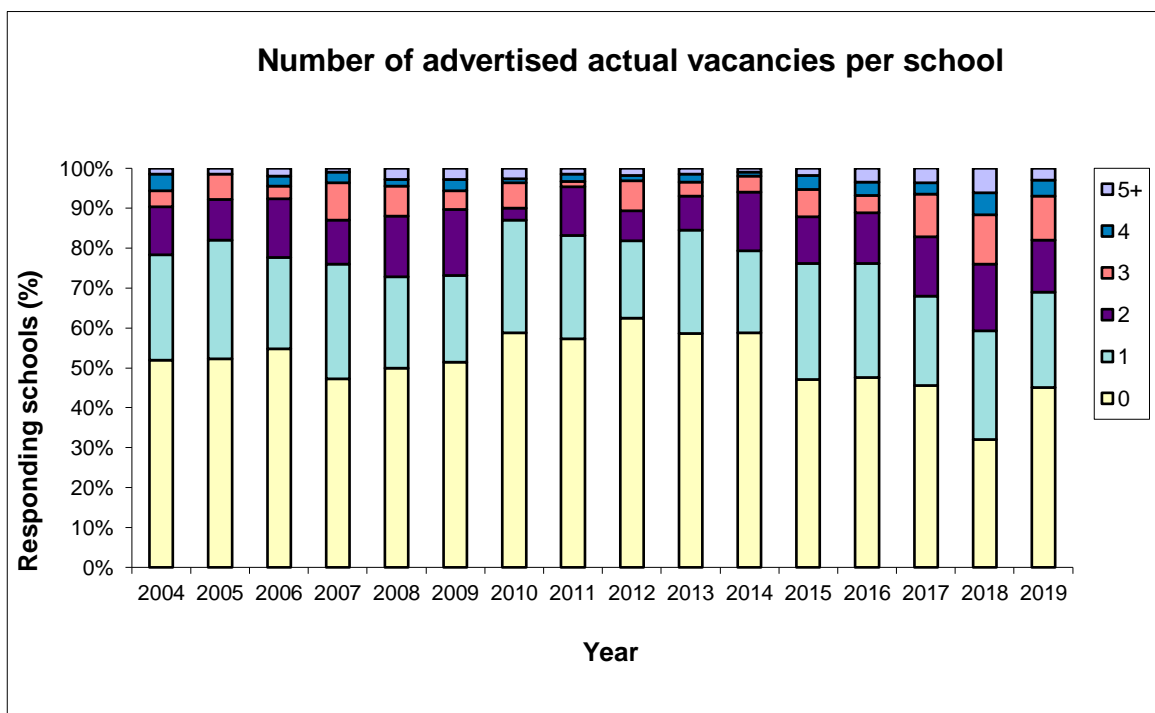
3.1 Advertised jobs

There was a decrease in the number of jobs advertised across responding schools in the first three gazettes of 2019 compared to the same period last year, putting advertising back on a par with 2017.

- 57% of schools advertised secondary teaching positions in the first three gazettes of 2019 (68% in 2018).
- The schools identified 192 secondary actual vacancy positions, an average of 1.27 positions per school over all of the responding schools (1.67 in 2018) and 2.31 positions per advertising school (2.51 in 2018).
- 53% of positions advertised were permanent vacancies (61%), 23% were relieving positions (18%) and 23% were fixed term, not relieving positions (21%).

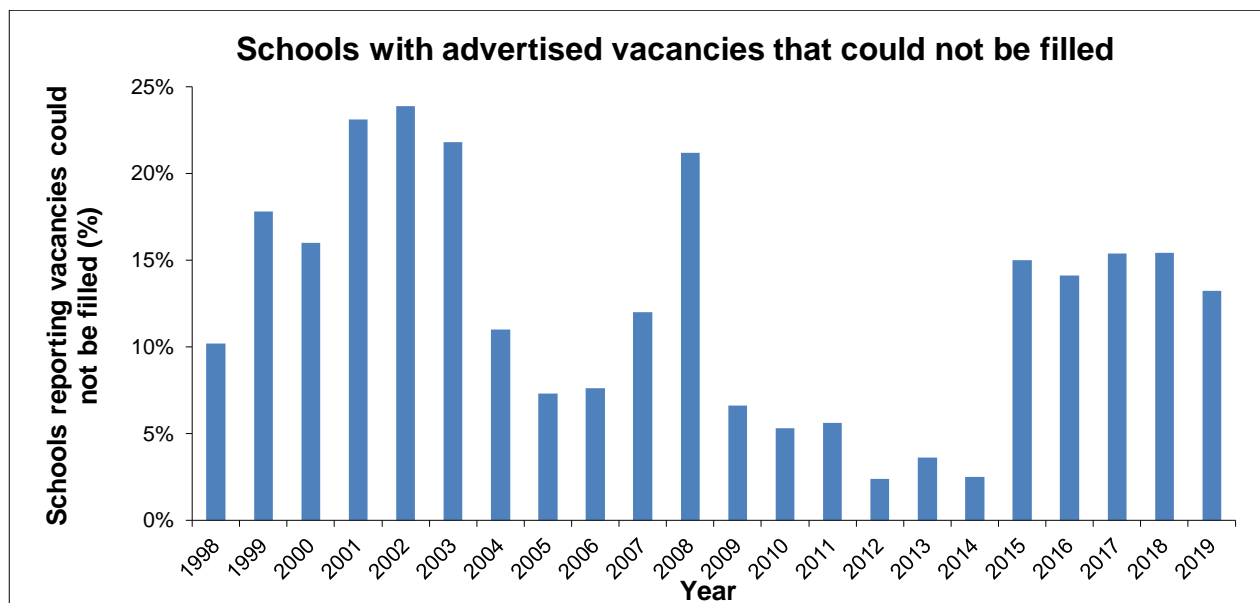
Distribution of actual vacancies advertised in responding schools

| Vacancies | Schools (%) | |
|-----------|-------------|------|
| | 2019 | 2018 |
| 0 | 45 | 32 |
| 1 | 24 | 27 |
| 2 | 13 | 17 |
| 3 | 11 | 12 |
| 4 | 4 | 6 |
| 5+ | 3 | 6 |



3.2 Outcome of advertising in January-March 2019

There were a similar proportion of schools with unfilled vacancies compared to 2018 and a similar proportion of the advertised jobs (about 1 in 5) could not be filled: predominantly English, Te Reo, Maths and Science.

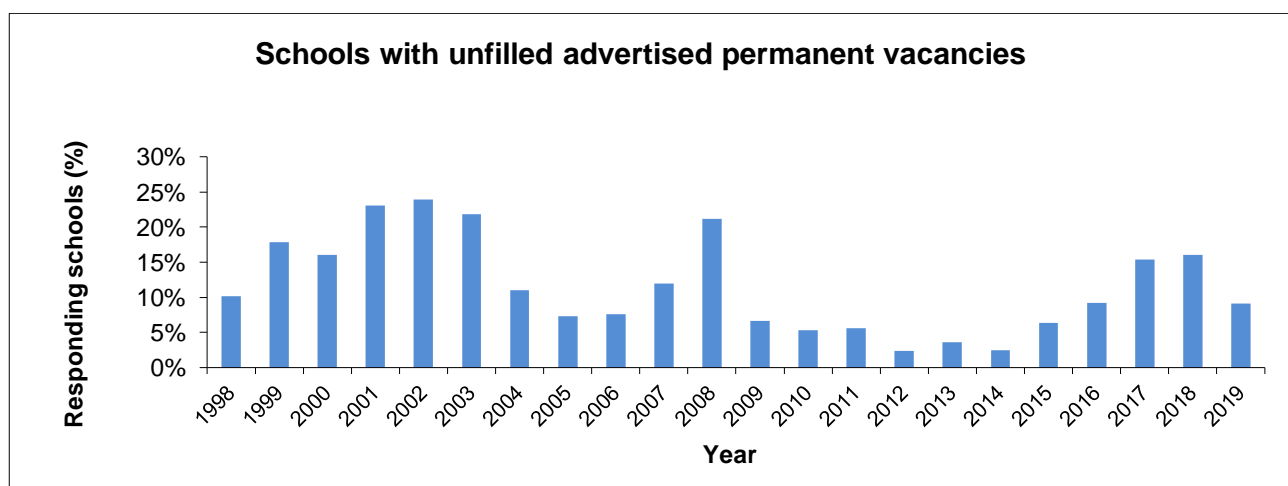


Of the 211 positions, 30 were not closed and some did not have enough information to analyse. Of the remaining 139 positions:

- 13% of the schools had advertised vacancies they had not been able to fill (15% in 2018)
- 19% of the vacancies could not be filled, compared to 18% in the same period for 2018
- 2% of the advertised positions had been filled by LATs in the period (6% in 2018)

Permanent positions with identified outcomes (83):

- 72% of permanent positions were filled by permanent external appointments;
- 28% of permanent positions were not filled by permanent external appointments.
 - 8% of permanent positions were filled by temporary teachers;
 - 1% of permanent positions were filled by LATs;
 - 20% of permanent positions could not be filled because no-one could be found.



Fixed term positions (56):

- 76% were filled by temporary appointments.
- 2% were filled by LATs.
- 2% were filled internally
- 22% of the positions could not be filled.

Advertised positions which could not be filled

| Position | Number which could not be filled |
|-------------------------|----------------------------------|
| English | 4 |
| Te Reo Māori | 4 |
| Maths | 3 |
| Chemistry | 2 |
| Science | 2 |
| Art | 1 |
| Drama | 1 |
| Guidance counsellor | 1 |
| Head of Social Sciences | 1 |
| HoD Technology | 1 |
| HoF Science | 1 |
| Home Economics | 1 |
| PE/Health | 1 |
| Generalist | 1 |
| Activity centre | 1 |

Positions filled by LATs

| | |
|-------|---|
| Music | 2 |
|-------|---|

3.3 Appointment of untrained/unqualified teachers

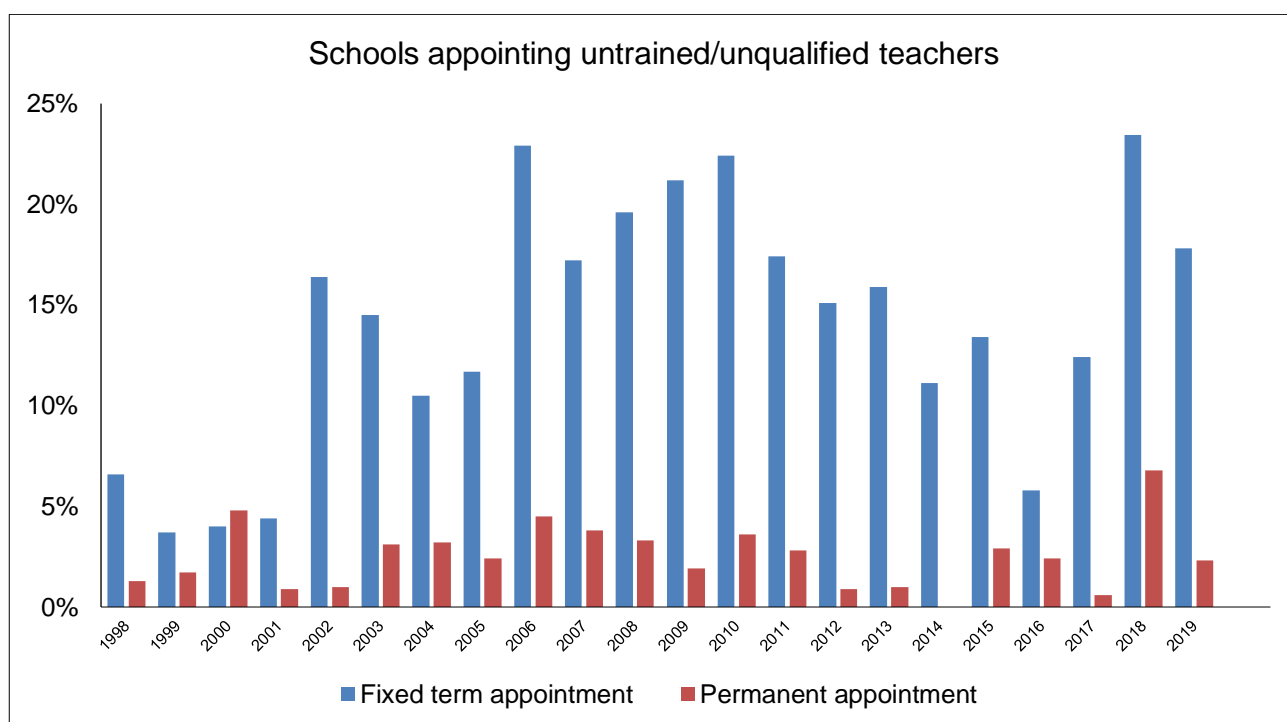
There was a drop in the appointment of untrained and unqualified staff because schools could not find trained and qualified teachers at the start of the year.

Permanent positions

| YEAR | Proportion of schools | Mean appointments (All schools) | Mean appointments (Affected schools) | National projection |
|------|-----------------------|---------------------------------|--------------------------------------|---------------------|
| 2019 | 2% | 0.02 | 1.0 | 9 |
| 2018 | 7% | 0.08 | 1.2 | 37 |

Fixed term positions

| YEAR | Proportion of schools | Mean appointments (Affected schools) | Mean appointments (All school) | National projection |
|------|-----------------------|--------------------------------------|--------------------------------|---------------------|
| 2019 | 17% | 1.40 | 0.24 | 110 |
| 2018 | 23% | 1.47 | 0.35 | 159 |



3.4 Secondary positions advertised by subject

The most advertised fields were: English, Maths, Sciences, and PE. The most advertised subjects were: English, Maths, PE, Science and Social Studies/Science.

| Subject* | Classroom | Leadership | All | 2019 | 2018 |
|--|-----------|------------|-----|------|------|
| English | 27 | 5 | 32 | 19% | 15% |
| ESOL | 1 | | 1 | | |
| Ag/Hort | 2 | | 2 | 13% | 14% |
| Biology | 3 | | 3 | | |
| Chemistry | 4 | | 4 | | |
| Physics | 2 | | 2 | | |
| Science | 8 | 3 | 11 | | |
| Mathematics | 20 | 5 | 25 | 15% | 13% |
| Food Technology | 3 | 2 | 5 | 6% | 12% |
| Hard materials | 2 | | 2 | | |
| Technology | 2 | 2 | 4 | | |
| PE/Health/EOTC | 14 | 4 | 18 | 11% | 11% |
| Student learning support/RTL | 1 | 3 | 4 | 2% | 6% |
| Special Needs | | | 0 | | |
| Dance/Drama | 5 | | 5 | 5% | 4% |
| Music | 3 | | 3 | | |
| Languages | 2 | | 2 | 7% | 4% |
| Spanish | 1 | | 1 | | |
| Te Reo Māori | 8 | 2 | 10 | | |
| Japanese | | | 0 | | |
| History | 1 | | 1 | 8% | 4% |
| Geography/Tourism | 2 | | 2 | | |
| Social Science(s) or studies | 8 | 3 | 11 | | |
| Classical studies | 1 | | 1 | | |
| Arts | 3 | | 3 | 2% | 3% |
| Design | 1 | | 1 | 1% | 3% |
| Infotech | | | 0 | | |
| Digital Technology/ICT | 1 | | 1 | | |
| Accounting/Business/Commerce/Economics etc | 4 | | 4 | 2% | 260% |
| Guidance | 7 | 1 | 8 | 4% | 2% |
| Careers | 2 | | 2 | 1% | 1% |
| Māori immersion/bilingual | 2 | | 2 | 1% | 1% |
| RE | 2 | 1 | 3 | 2% | 0% |
| Other/general | 5 | | 5 | 2% | 6% |

*This table excludes positions without a subject teaching component identified.

3.5 Hard to staff subjects

In their comments principals most frequently referred to Technology, Maths, Science, Te Reo and English, as hard to staff subjects. Also mentioned were: Guidance, Digital Technology, Physics, Geography, Home Economics, Art, Chemistry, Commerce and History. In addition there were general references to middle management positions and Māori teachers in any subject.

The difficulty finding relievers was also referred to by principals.

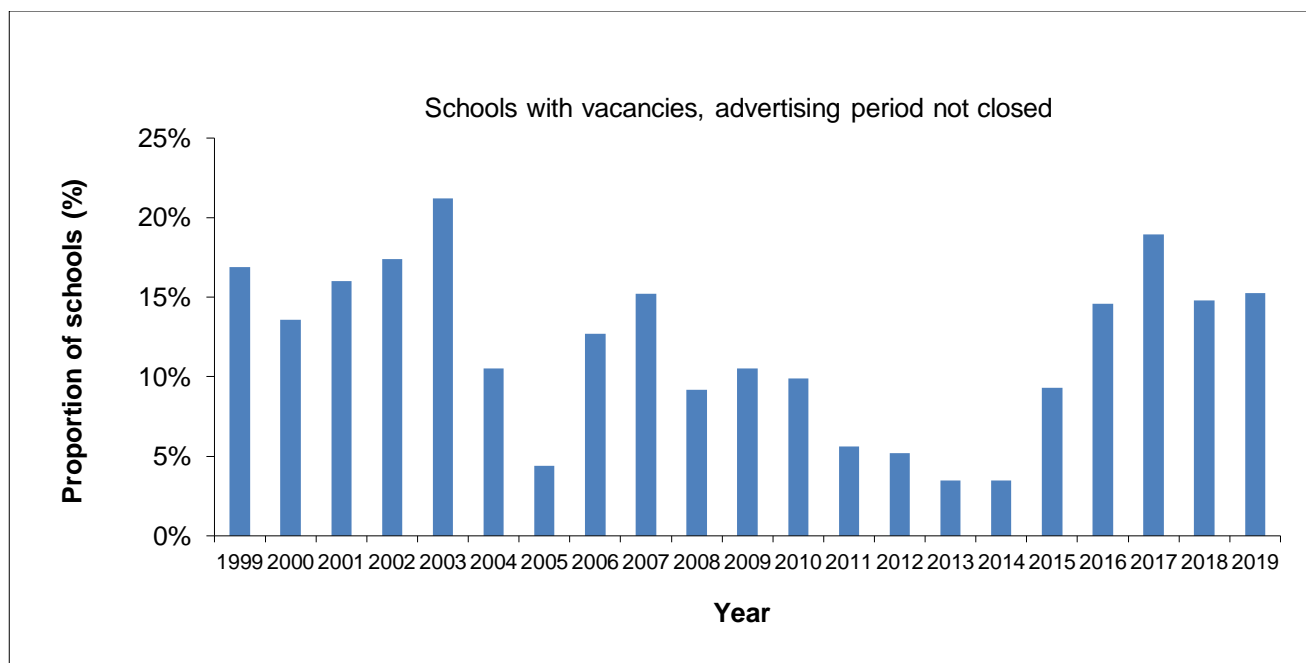
3.6 Other vacancies

A similar proportion of schools to 2018 had vacancies for which the advertising period was not complete and there was a similar number of such vacancies per school.

Over a quarter of these vacancies are in English, with PE and Maths the next most common. Other were: food and textiles, Te Reo Māori, Guidance Counsellor, Agriculture , Drama, Science, History, Sports, learning support, generalist and languages.

March Gazette - advertised vacancies, advertising period not closed

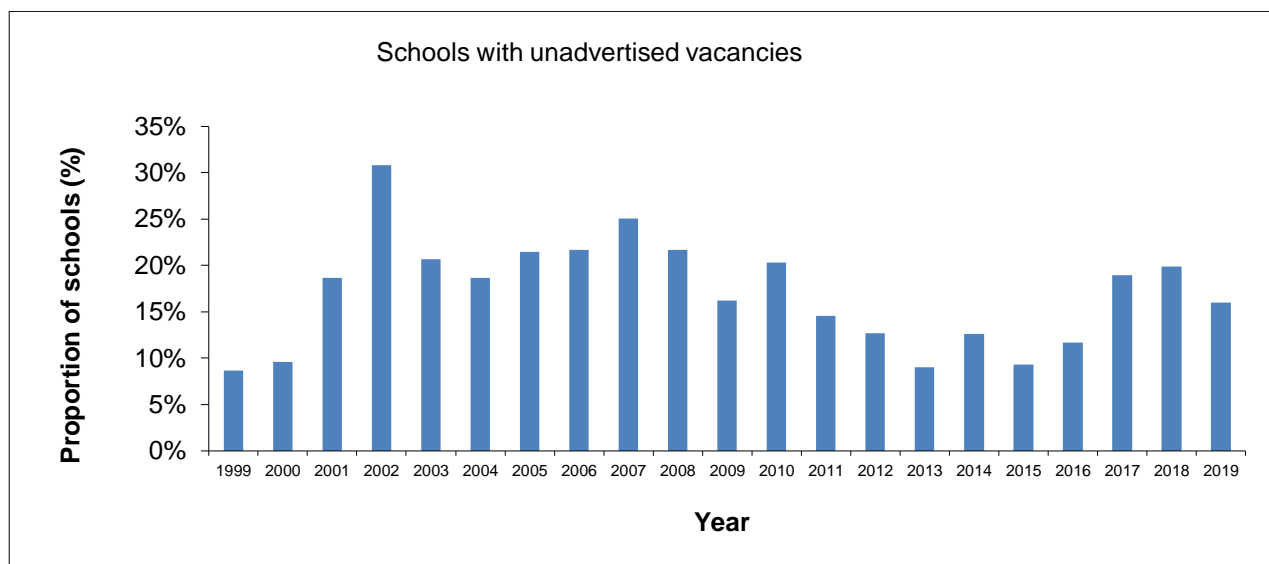
| YEAR | Schools | Mean vacancy (All schools) |
|------|---------|----------------------------|
| 2019 | 14% | 0.20 |
| 2018 | 15% | 0.23 |



Unadvertised vacancies at 15 March

There were fewer unadvertised vacancies at March 15th than in 2018.

| YEAR | Schools | Mean positions (All schools) | Mean vacancy (Schools with vacancies) | National projection |
|------|---------|---------------------------------|--|---------------------|
| 2019 | 14% | 0.19 | 1.33 | 88 |
| 2018 | 20% | 0.27 | 1.38 | 125 |



Identified unadvertised vacancies by subject

| Subject | Vacancies (n) |
|----------------------------------|---------------|
| Mathematics | 7 |
| Art | 3 |
| Te Reo | 3 |
| Music | 2 |
| PE | 2 |
| English | 1 |
| Head of learning Social Services | 1 |
| Head of food technology | 1 |
| Māori/Pasifika mentors | 1 |
| Māori bilingual unit | 1 |
| Home Economics | 1 |
| Physics | 1 |
| Science | 1 |
| Social Studies | 1 |
| Technology | 1 |
| Deputy Principal | 1 |
| Senior leader | 1 |

3.7 Applications for positions

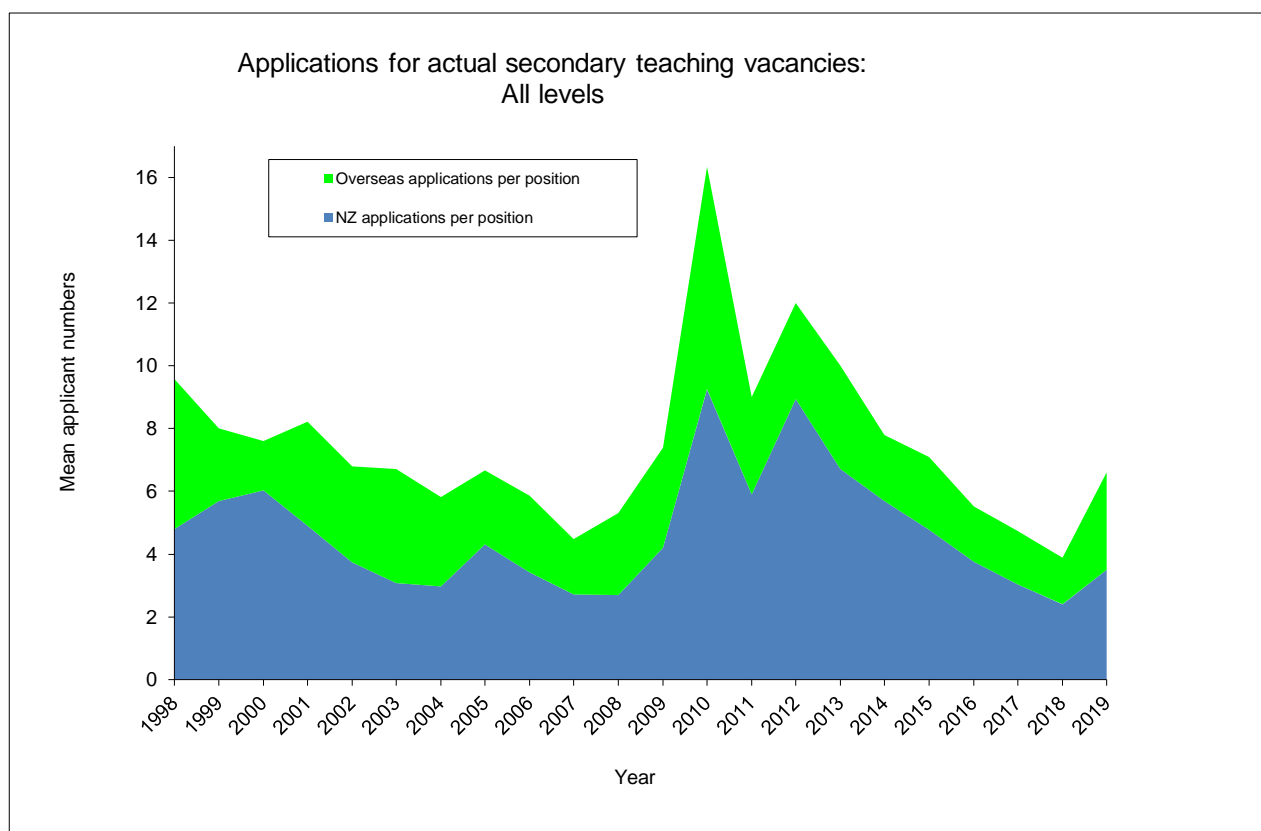
All positions

The average numbers of applicants per position across all positions increased from the low point of 2018.

About 60% of New Zealand applicants and 12% of overseas applicants were considered to be suitable for consideration.

Application numbers – all applicants for secondary positions

| Year | All applications per job | All NZ-trained applications /job | O/S trained applications /job | NZ trained | O/S trained |
|------|--------------------------|----------------------------------|-------------------------------|------------|-------------|
| 2019 | 6.5 | 3.5 | 3.1 | 53% | 47% |
| 2018 | 3.9 | 2.4 | 1.5 | 62% | 38% |



Applicant suitability

Defining Suitability of applicants

The following are the measures of 'suitability' used in the survey. The list was developed from principals' responses to a question on what they looked for in suitable candidates.

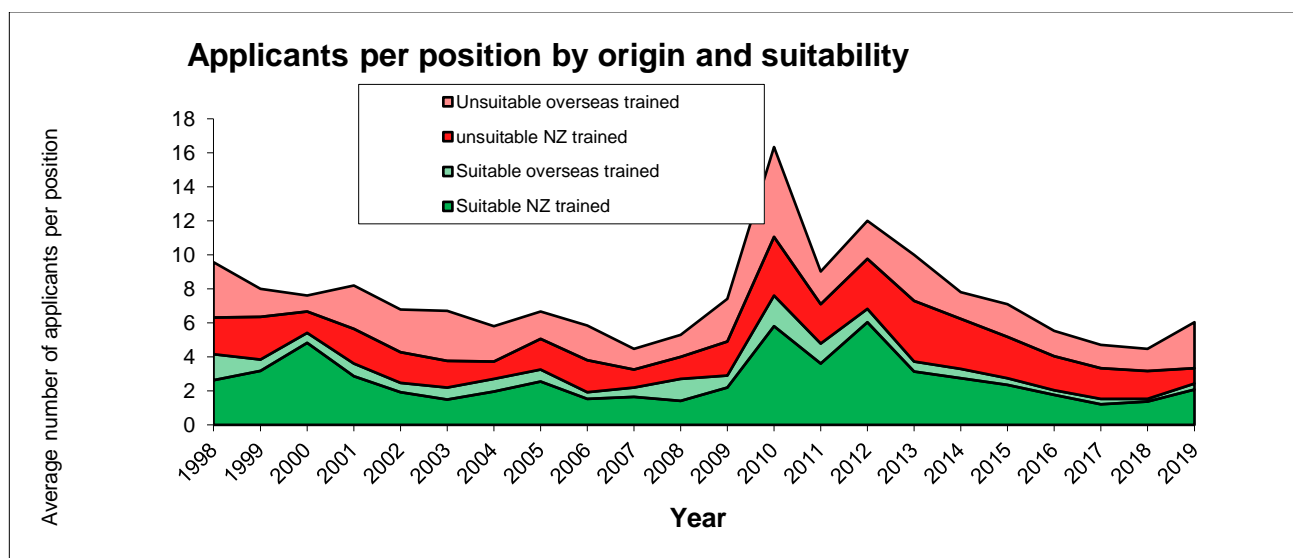
| | |
|--------------------------------------|---|
| Base scale and unit holder positions | Evidence of teaching competence |
| | Recognised secondary teacher training |
| | Relevant tertiary subject qualification(s) |
| | Appropriate communication skills |
| | Appropriate interpersonal skills |
| Unit holder positions only | Appropriate experience relevant to position |
| Any position | Special character considerations. |

Applications per position: All applicants

| Year | Mean applications all actual vacancies | Mean overseas applications | Mean suitable overseas applications | Mean NZ applications | Mean suitable NZ applications | Potentially suitable NZ applications | Potentially suitable overseas applications |
|------|--|----------------------------|-------------------------------------|----------------------|-------------------------------|--------------------------------------|--|
| 2019 | 6.5 | 3.1 | 0.4 | 3.5 | 2.4 | 59% | 12% |
| 2018 | 3.9 | 1.5 | 0.2 | 2.4 | 1.5 | 63% | 12% |

Applications per position: New Zealand Applicants

| Year | Mean NZ applications all actual vacancies | Mean primary trained NZ applications | Mean suitable primary trained NZ applications | Mean Secondary trained NZ applications | Mean suitable Secondary trained NZ applicants | Potentially suitable primary trained NZ applicants | Potentially suitable secondary trained NZ applicants |
|------|---|--------------------------------------|---|--|---|--|--|
| 2019 | 3.5 | 0.1 | 0.1 | 3.4 | 2.0 | 89% | 59% |
| 2018 | 2.4 | 0.3 | 0.2 | 2.1 | 1.3 | 51% | 65% |



3.8 Classroom teacher positions

The average number of New Zealand applicants for classroom positions rose this year relative to 2018 (which was the lowest recorded in this series of reports).

Nine percent of the identified classroom positions advertised had no applicants.

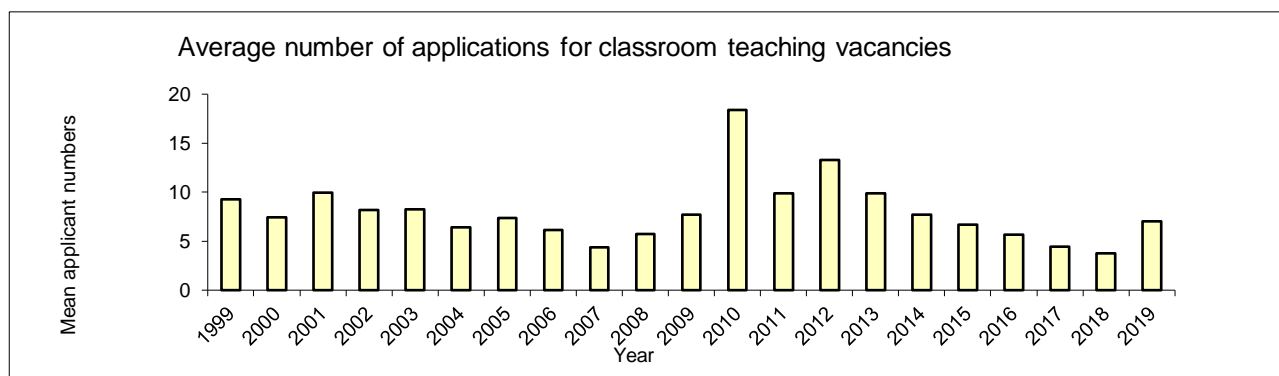
On average a classroom-based job attracted about three and a half NZ trained applicants but one in six of jobs had no NZ-trained applicants.

A third of classroom positions advertised had no suitable applicants at all and 36% had no suitable New Zealand applicant.

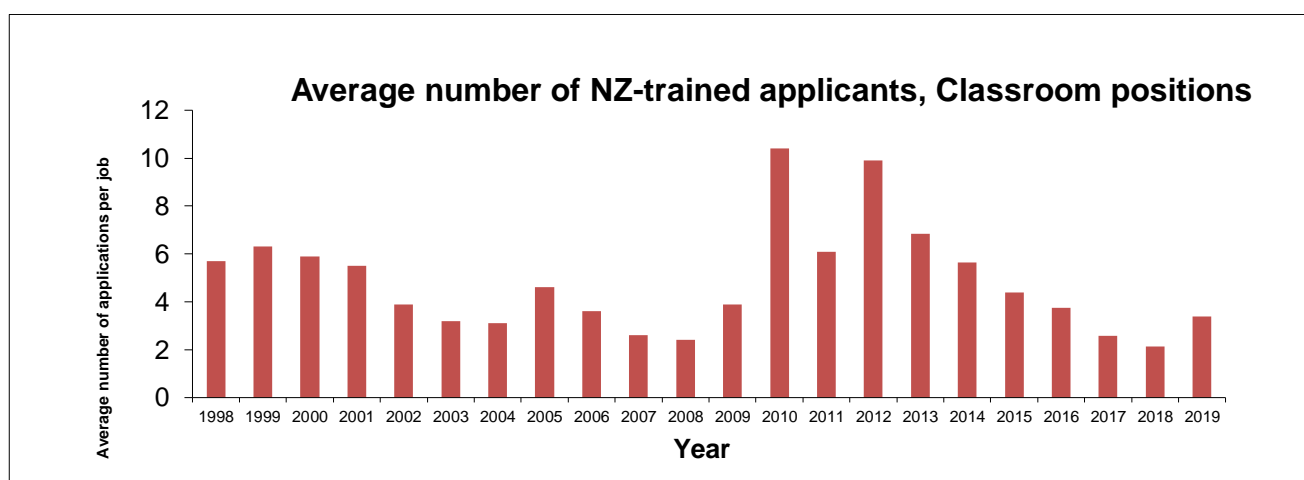
Applications for classroom positions

| Year | All applications per job | All NZ-trained applications /job | O/S trained applications /job |
|------|--------------------------|----------------------------------|-------------------------------|
| 2019 | 7.0 | 3.4 | 3.6 |
| 2018 | 3.8 | 2.1 | 1.7 |

All applicants for classroom teaching positions

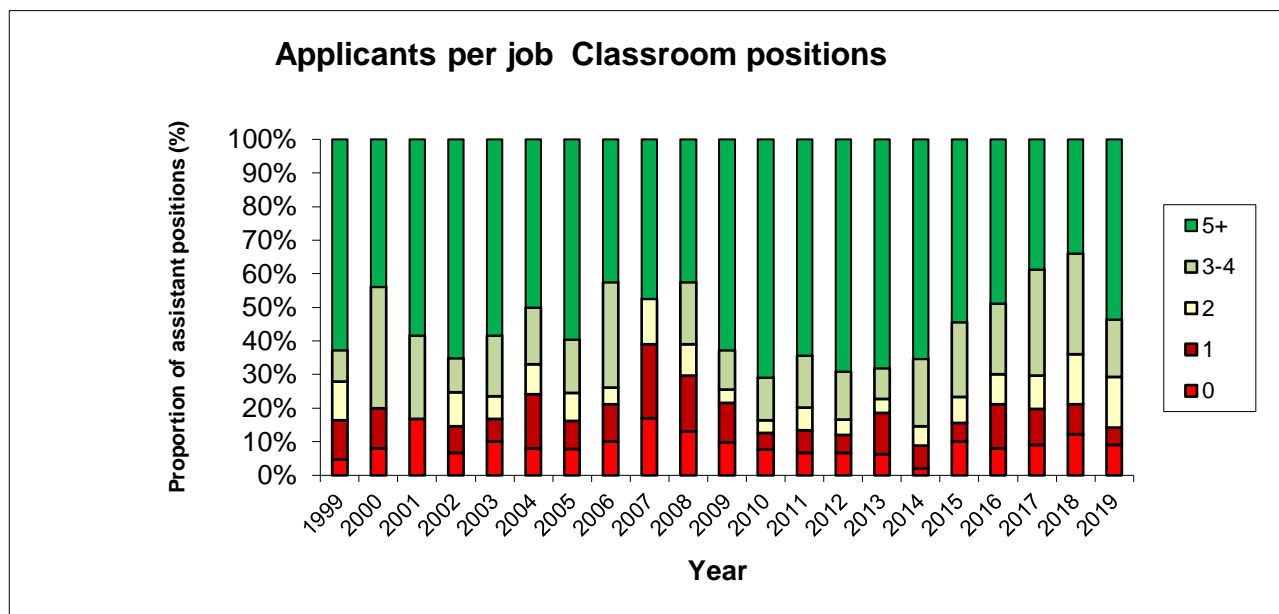


NZ-trained applicants for classroom teaching positions



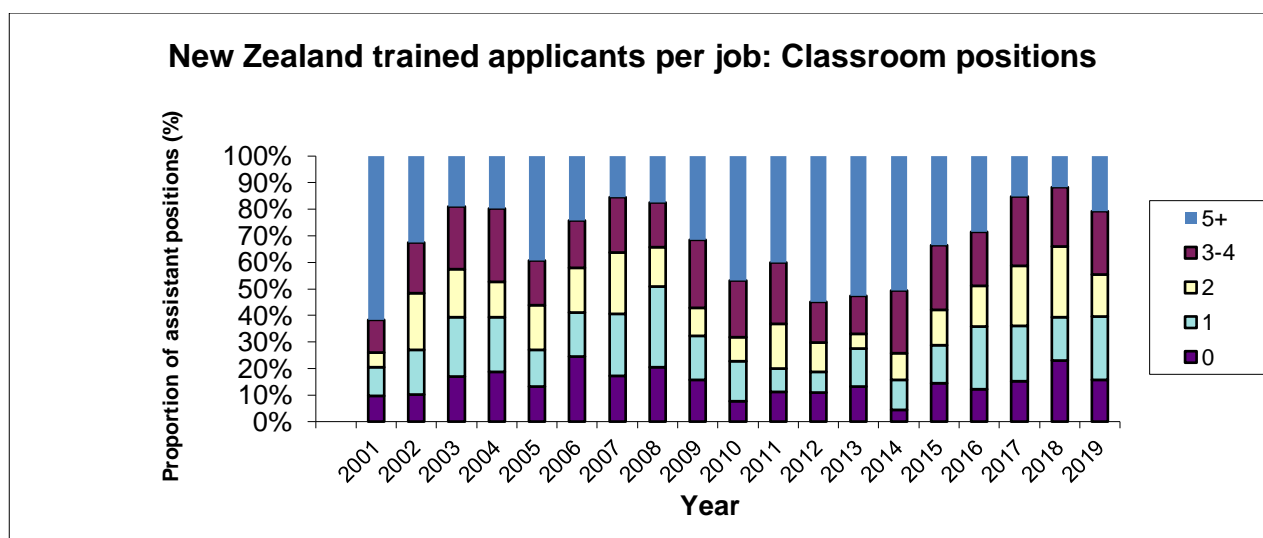
Distribution of applicants for classroom positions

| Applicants per position (proportion of positions) | | | | | |
|---|-----|----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 9% | 5% | 15% | 17% | 53% |
| 2018 | 12% | 9% | 15% | 30% | 34% |



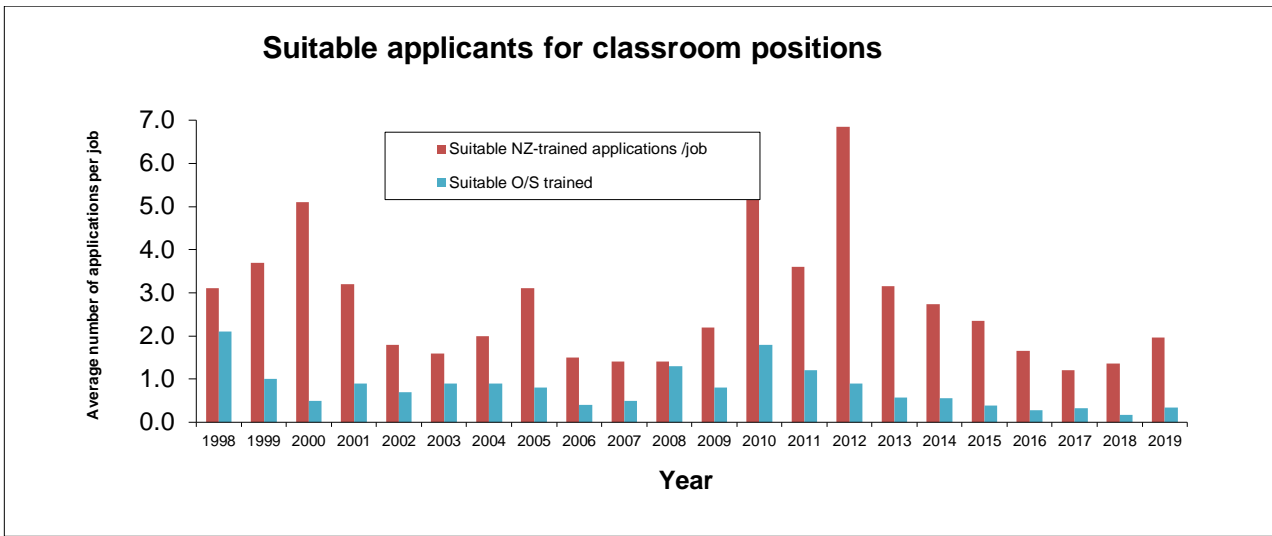
Distribution of NZ-trained applicants for classroom positions

| NZ trained applicants per position (proportion of positions) | | | | | |
|--|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 16% | 24% | 16% | 24% | 21% |
| 2018 | 23% | 16% | 27% | 22% | 12% |



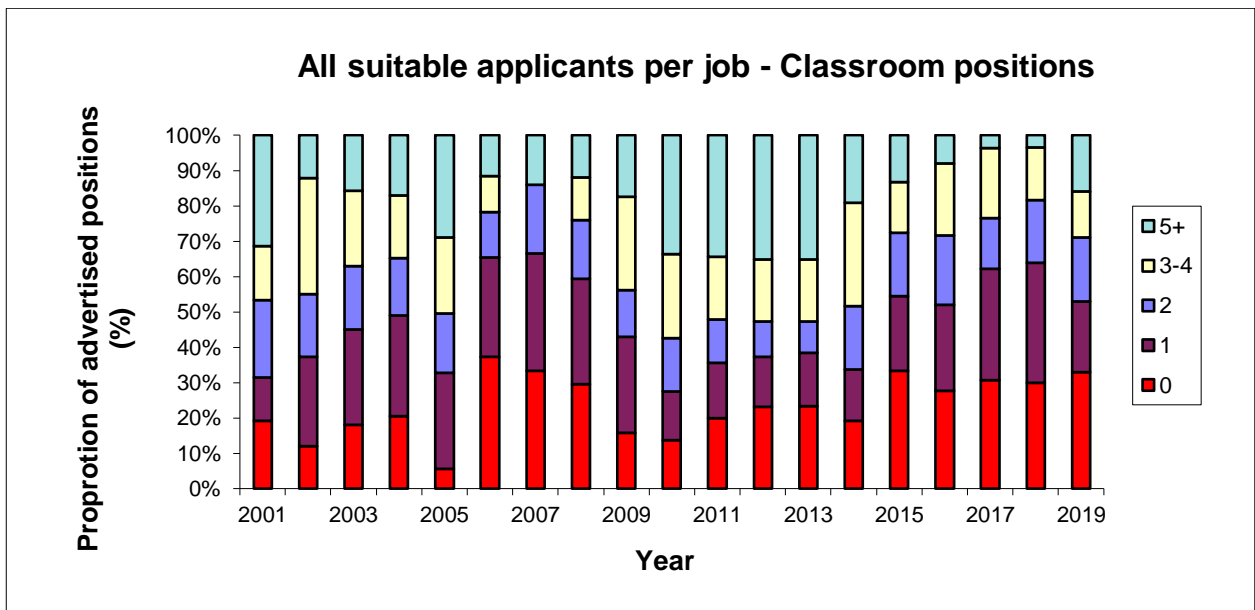
Suitable applicants for classroom teaching positions

| Year | All suitable applications per job | Suitable NZ-trained applications /job | Suitable O/S trained applications /job |
|------|-----------------------------------|---------------------------------------|--|
| 2019 | 2.3 | 2.0 | 0.3 |
| 2018 | 1.6 | 1.4 | 0.2 |



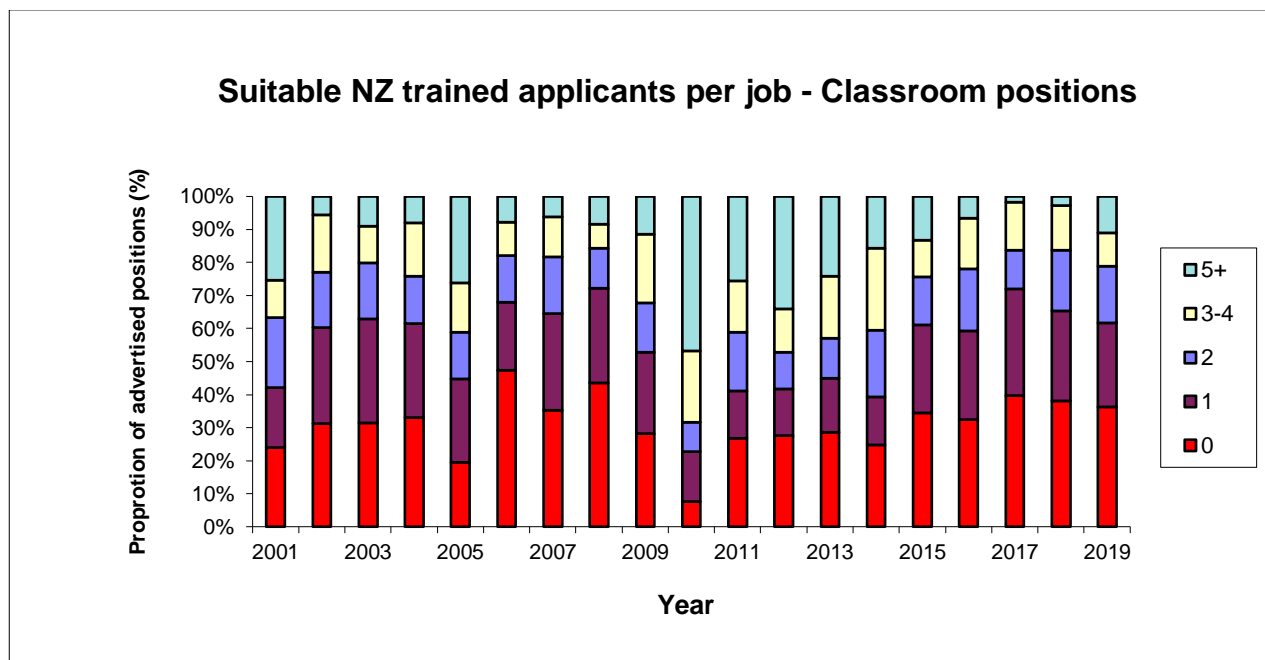
Distribution of suitable applicants for classroom positions

| Suitable applicants for classroom positions: | | | | | |
|--|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 33% | 20% | 18% | 13% | 16% |
| 2018 | 30% | 34% | 18% | 15% | 3% |



Classroom teaching positions – all suitable NZ-trained applicants

| Suitable NZ-trained applicants per position | | | | | |
|---|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 36% | 25% | 17% | 10% | 11% |
| 2018 | 37% | 27% | 18% | 14% | 3% |



3.9 Middle leadership positions²

Middle leadership positions attract 4.3 applicants on average, lower than classroom teaching positions.

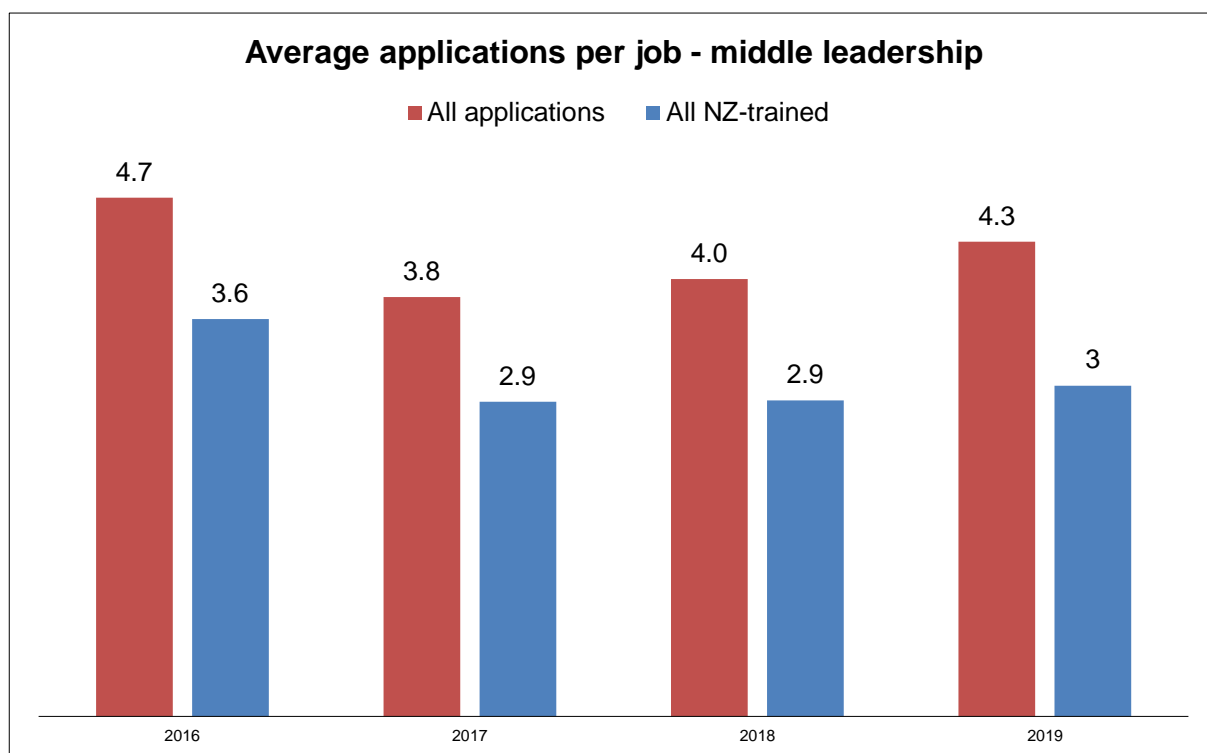
The average number of suitable applicants for middle leadership positions is slightly up from 2018.

About one in twelve middle leadership positions had no applicants and one in six middle leadership positions had no NZ-trained applicants.

One third of middle leadership positions had no suitable applicants and another 15% had only one.

Applications for middle leadership³ positions

| Year | All applications mean | All NZ-trained applications/job | Suitable NZ-trained applications /job | O/S trained applications /job | Suitable O/S trained applications /job |
|------|-----------------------|---------------------------------|---------------------------------------|-------------------------------|--|
| 2019 | 4.3 | 3.0 | 1.9 | 1.3 | 0.5 |
| 2018 | 4.0 | 2.9 | 1.8 | 1.1 | 0.3 |

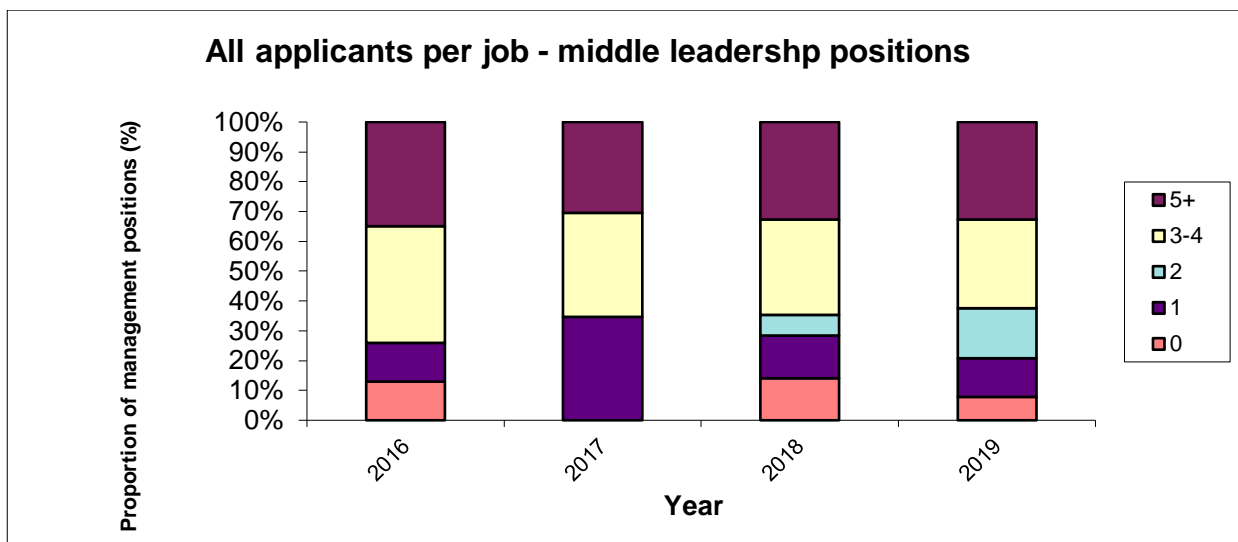


² From 2016 the middle leadership roles is reported on as a separate component of 'all leadership' positions.

³ Leadership positions excluding AP/DP and principal positions. Thirty are included in this analysis.

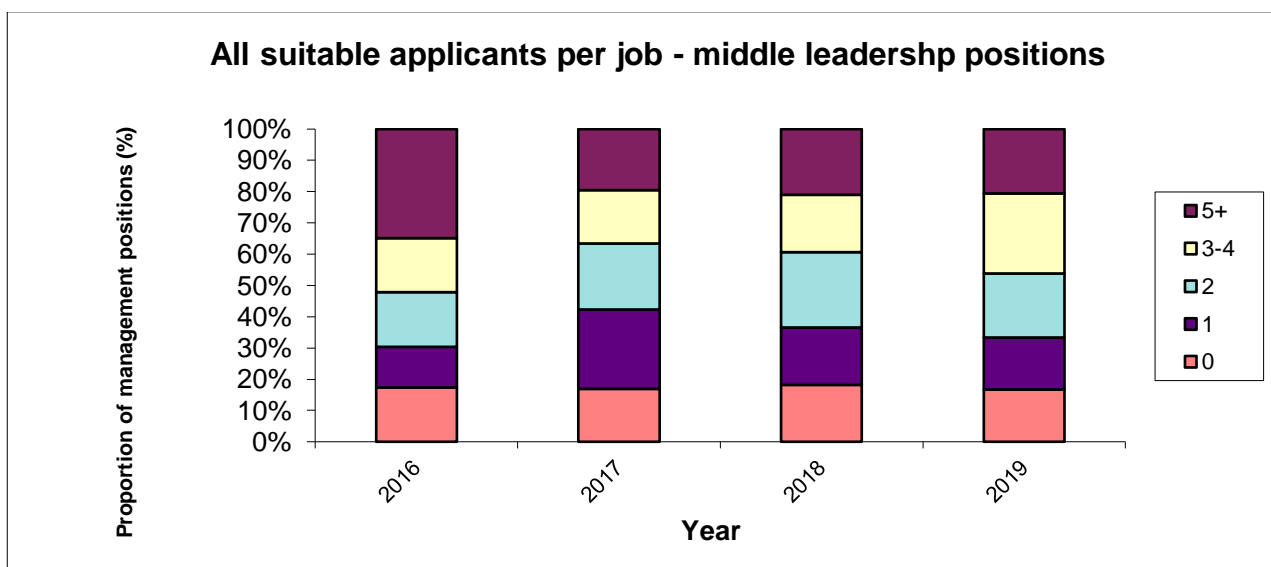
Distribution of applicants for middle leadership positions

| Applicants per position (proportion of positions) | | | | | |
|---|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 8% | 13% | 17% | 30% | 33% |
| 2018 | 13% | 13% | 7% | 30% | 31% |



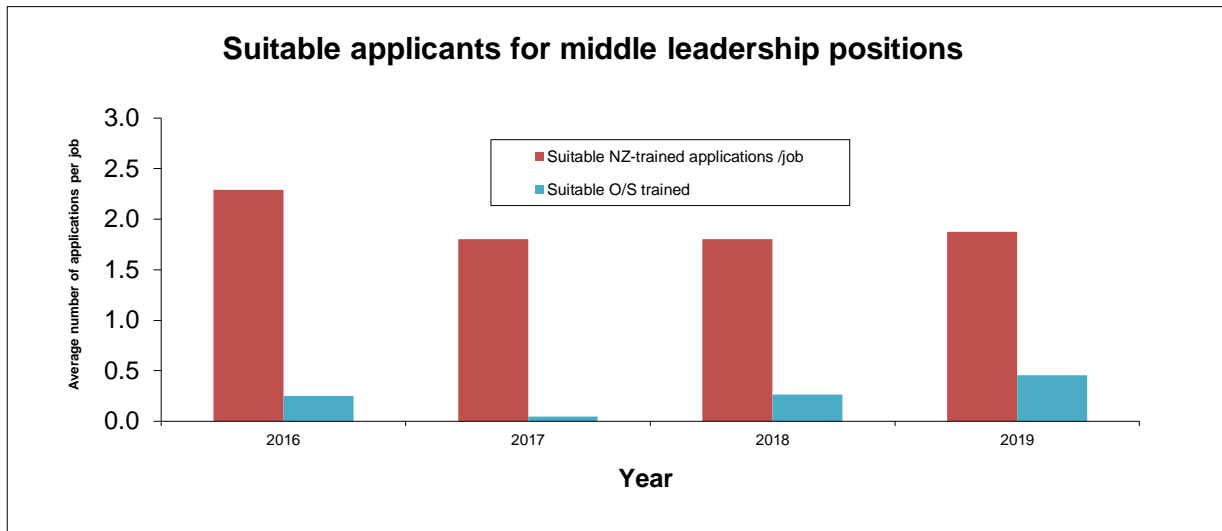
Distribution of NZ-trained applicants for middle leadership positions

| NZ trained Applicants per position (proportion of positions) | | | | | |
|--|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 17% | 17% | 21% | 26% | 21% |
| 2018 | 17% | 20% | 10% | 27% | 27% |



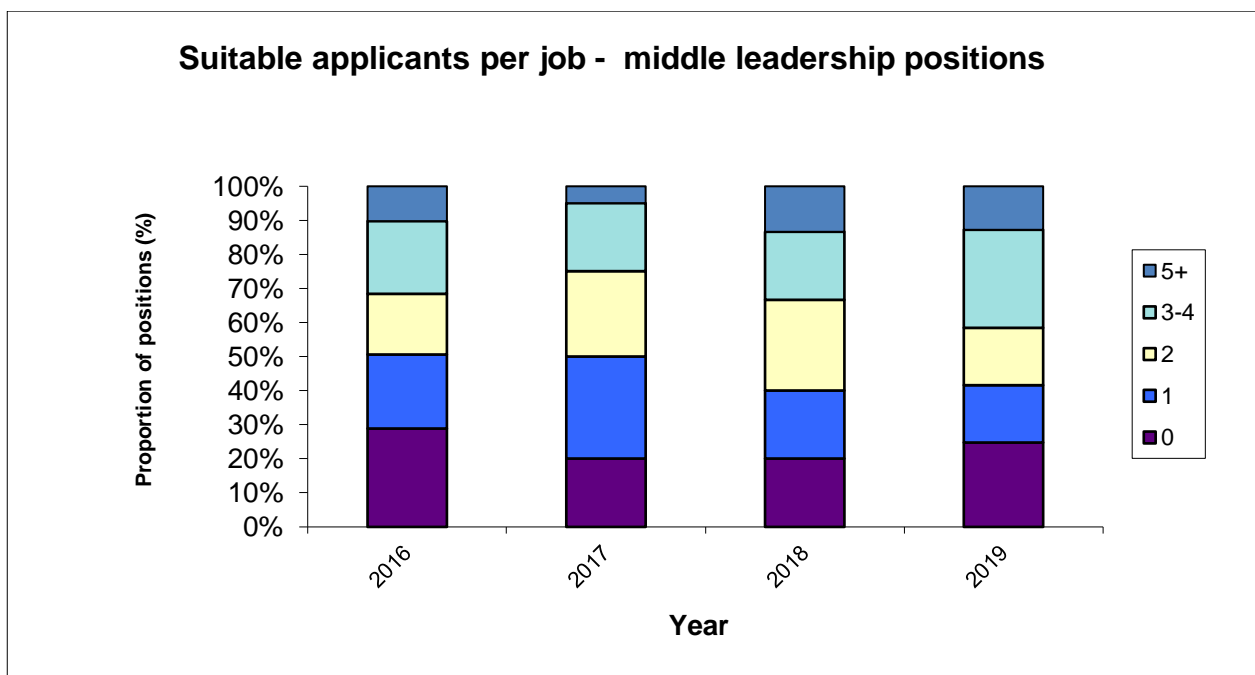
Suitable applicants for middle leadership positions

| Suitable Applicants per position | | | |
|----------------------------------|------------|-------------|-----|
| YEAR | NZ-trained | O/S trained | All |
| 2019 | 1.9 | 0.5 | 2.3 |
| 2018 | 1.8 | 0.3 | 2.1 |



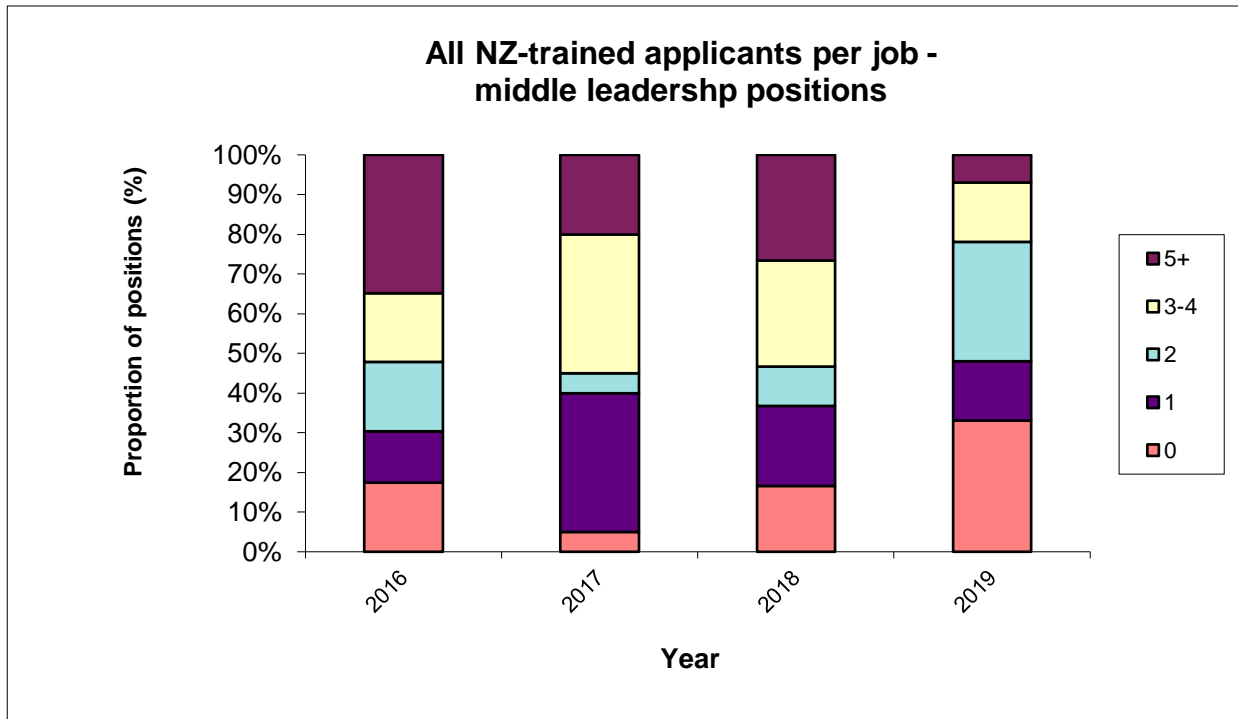
Distribution of suitable applicants for middle leadership positions

| Suitable applicants per position | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 25% | 17% | 17% | 29% | 13% |
| 2018 | 20% | 20% | 27% | 20% | 23% |



Distribution of suitable NZ-trained applicants for middle leadership positions

| Suitable New Zealand trained applicants per position | | | | | |
|--|-----|-----|-----|-----|----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 33% | 15% | 30% | 15% | 7% |
| 2018 | 23% | 23% | 20% | 30% | 3% |



3.10 All leadership positions

The average number of New Zealand applicants for all leadership positions was 4.7, similar to last year.

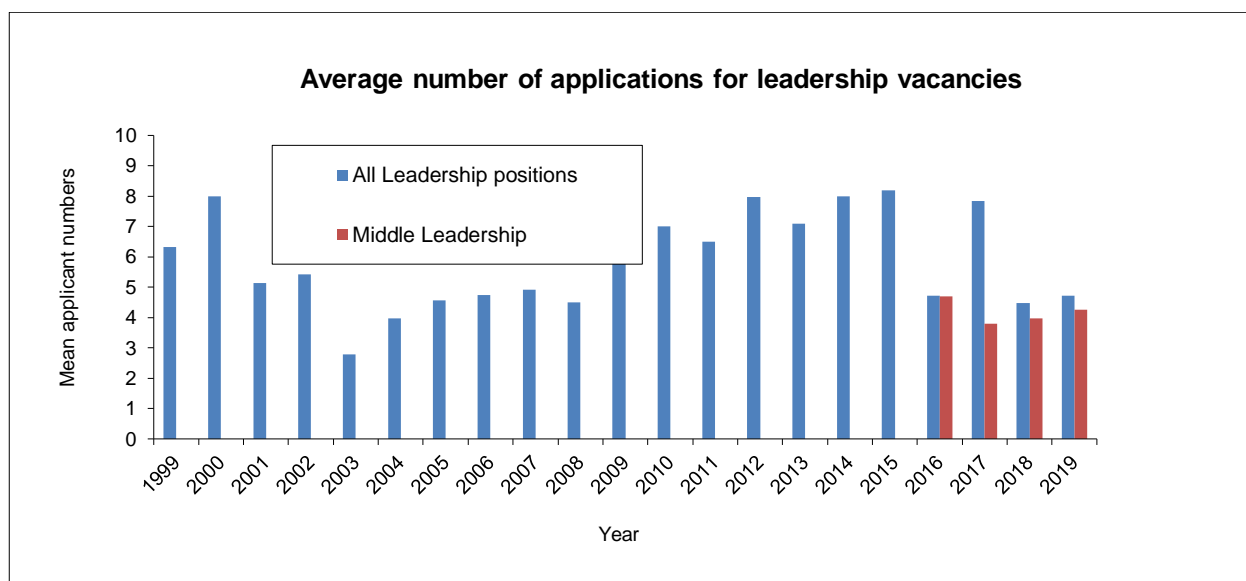
Thirteen percent of leadership positions had no applicants and about one in four had no choice of applicant.

More than 40% of leadership positions had either one or no NZ-trained applicant, including 22% that had no suitable applicants at all.

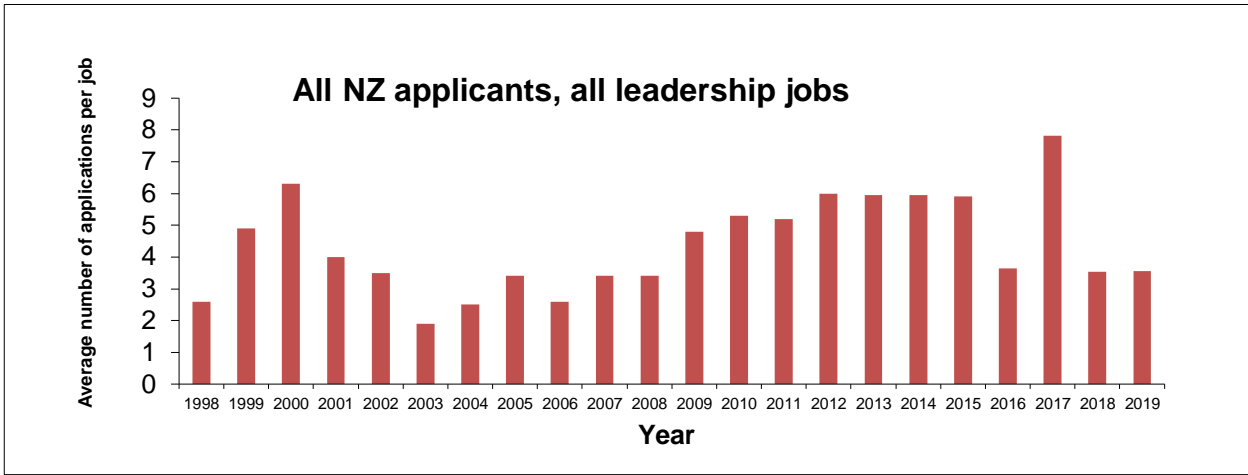
There were overall slightly more suitable applicants per position than in 2018. One in three leadership positions had no suitable New Zealand applicants and almost half had no more than one suitable New Zealand applicant.

Applications for all leadership⁴ positions

| Year | All applications per job | All NZ-trained applications /job | O/S trained applications /job |
|------|--------------------------|----------------------------------|-------------------------------|
| 2019 | 4.7 | 3.6 | 1.2 |
| 2018 | 4.5 | 3.5 | 0.9 |

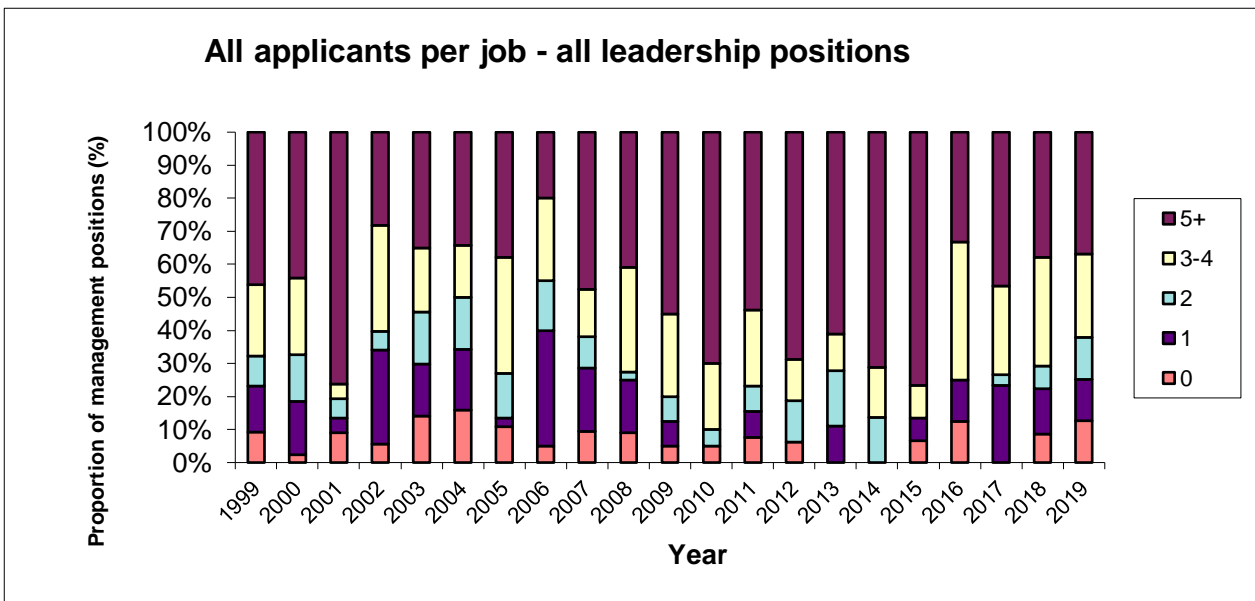


⁴'All Leadership positions' indicates any positions holding one or more permanent units and principal positions. Thirty two positions are analysed this year.



Distribution of applicants for all leadership positions

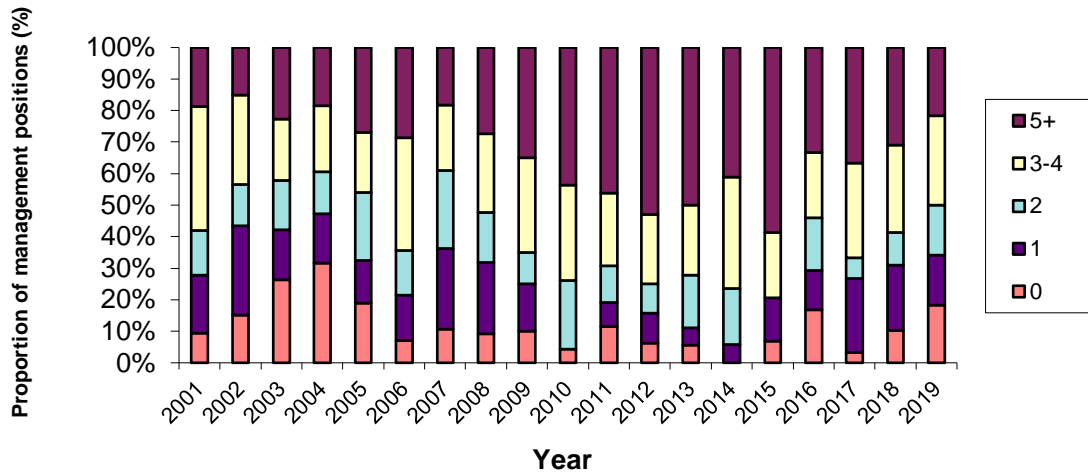
| Applicants per position (proportion of positions) | | | | | |
|---|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 13% | 13% | 13% | 26% | 38% |
| 2018 | 9% | 14% | 7% | 33% | 38% |



Distribution of NZ-trained applicants for all leadership positions

| NZ trained Applicants per position (proportion of positions) | | | | | |
|--|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 22% | 19% | 19% | 34% | 26% |
| 2018 | 10% | 21% | 10% | 28% | 31% |

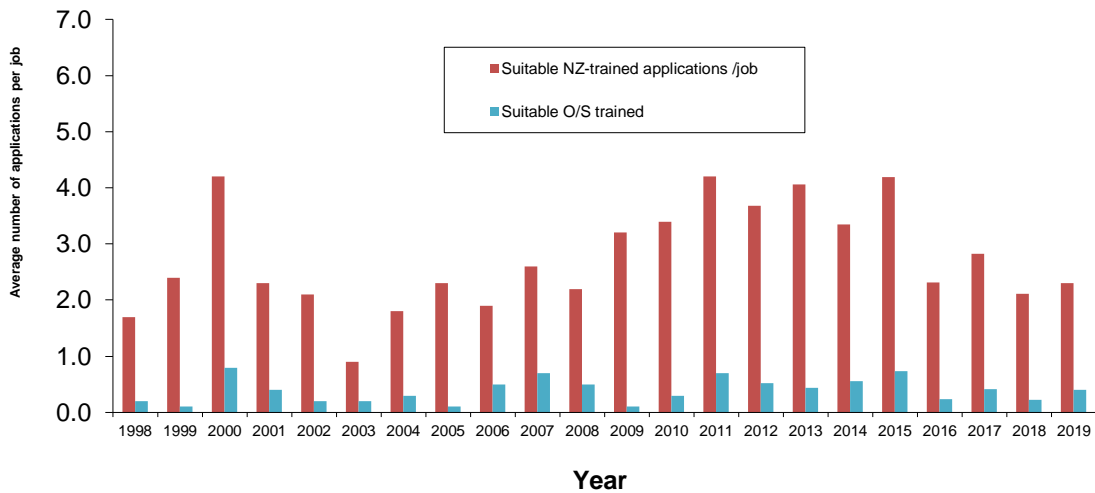
New Zealand trained applicants per job - all leadership positions



Suitable applicants for all leadership positions

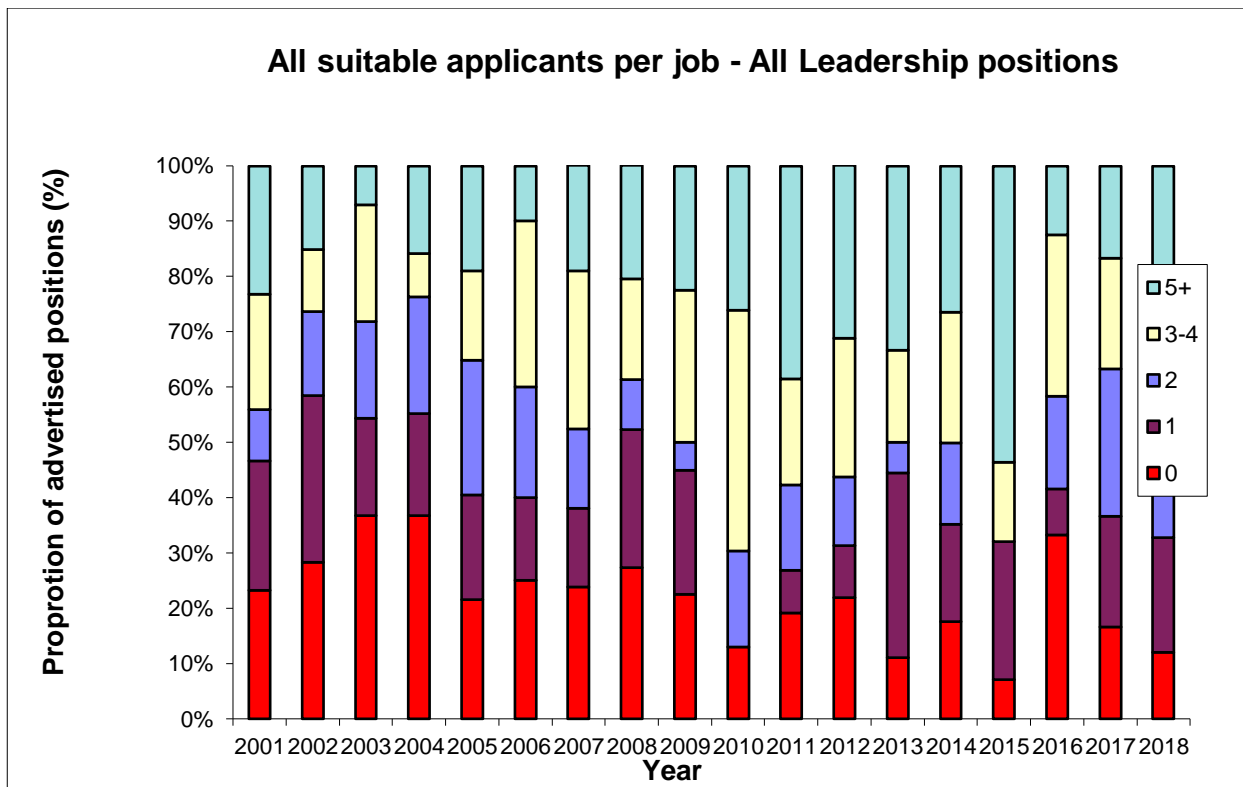
| Year | All suitable applications per job | Suitable NZ-trained applications /job | Suitable O/S trained applications /job |
|------|-----------------------------------|---------------------------------------|--|
| 2019 | 2.7 | 2.3 | 0.4 |
| 2018 | 2.3 | 2.1 | 0.2 |

Suitable applicants for all leadership positions



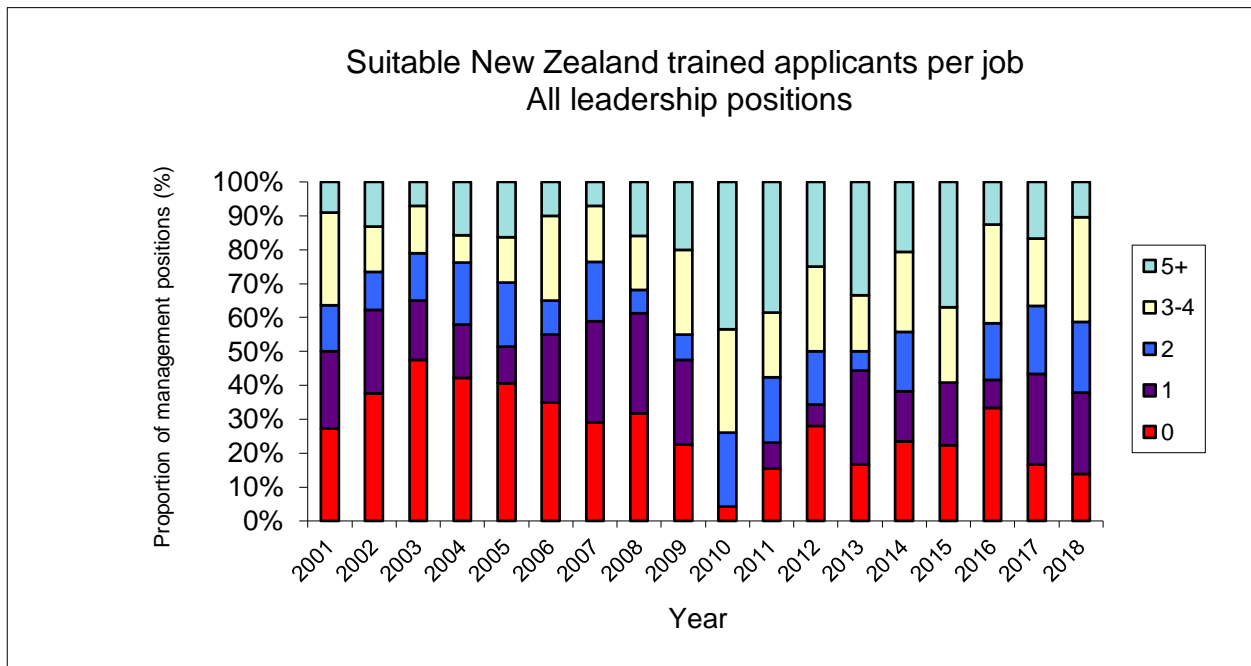
Distribution of suitable applicants for all leadership positions

| Suitable applicants: | | | | | |
|----------------------|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 28% | 13% | 13% | 31% | 16% |
| 2018 | 12% | 21% | 28% | 21% | 19% |



Distribution of suitable New Zealand-trained applicants for all leadership positions

| Suitable New Zealand trained applicants | | | | | |
|---|-----|-----|-----|-----|-----|
| YEAR | 0 | 1 | 2 | 3-4 | 5+ |
| 2019 | 34% | 13% | 25% | 15% | 13% |
| 2018 | 14% | 24% | 21% | 31% | 10% |

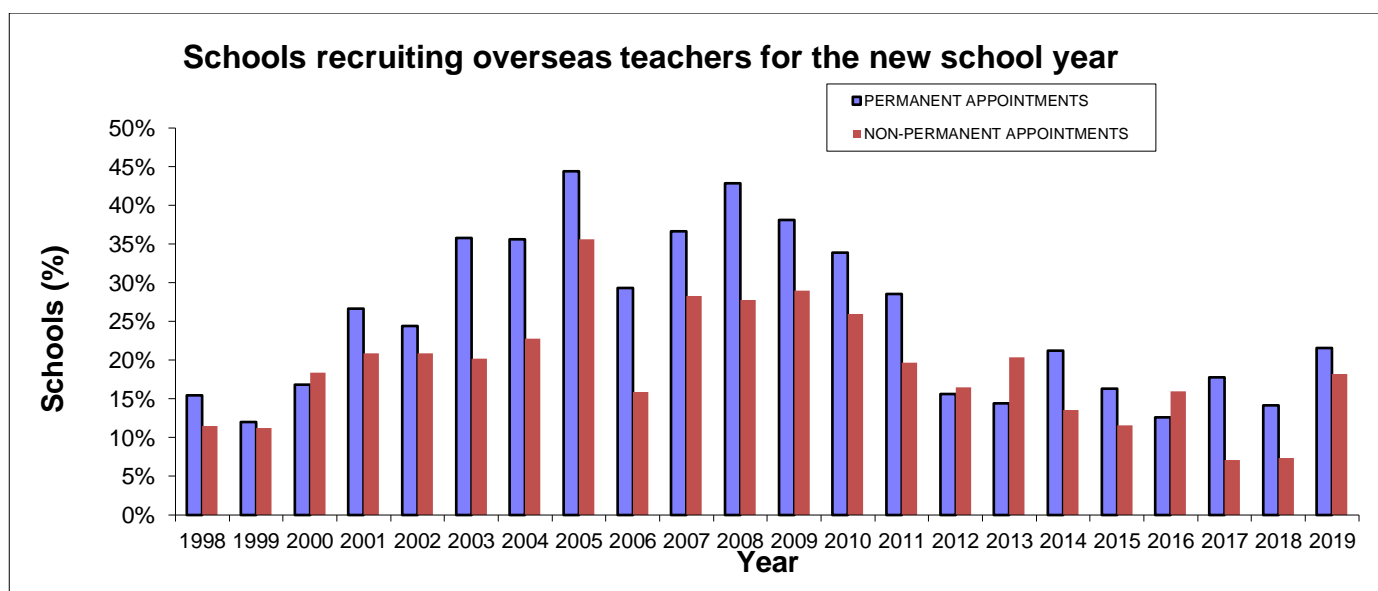


4. Overseas recruitment

Overseas teachers recruited to positions for the new school year

More schools appointed overseas trained teachers to permanent vacancies relative to 2018. The average number of appointments of overseas teachers to permanent positions doubled between these years. While an improvement over the year, this remains average to low in terms of historic use of overseas teachers.

| YEAR | PERMANENT APPOINTMENTS | | NON-PERMANENT APPOINTMENTS | | ALL APPOINTMENTS |
|------|------------------------|------------------------------|----------------------------|------------------------------|------------------------------|
| | Proportion of schools | Mean appointments per school | Proportion of schools | Mean appointments per school | Mean appointments per school |
| 2019 | 22% | 0.4 | 18% | 0.3 | 0.8 |
| 2018 | 14% | 0.2 | 7% | 0.2 | 0.4 |



Overseas trained recruitment for the period - national projections

| Year | Permanent appointments | Non-permanent appointments | All appointments |
|------|------------------------|----------------------------|------------------|
| 2019 | 202 | 146 | 348 |
| 2018 | 103 | 71 | 174 |

Historical comparison

It is helpful to consider the current 'draw down' of overseas teachers in the context of the period around the major recruitment drive between 2003-2007. The equivalent national projections for overseas employment at that time would have averaged 710 overseas teachers appointed per year.

5. Attrition

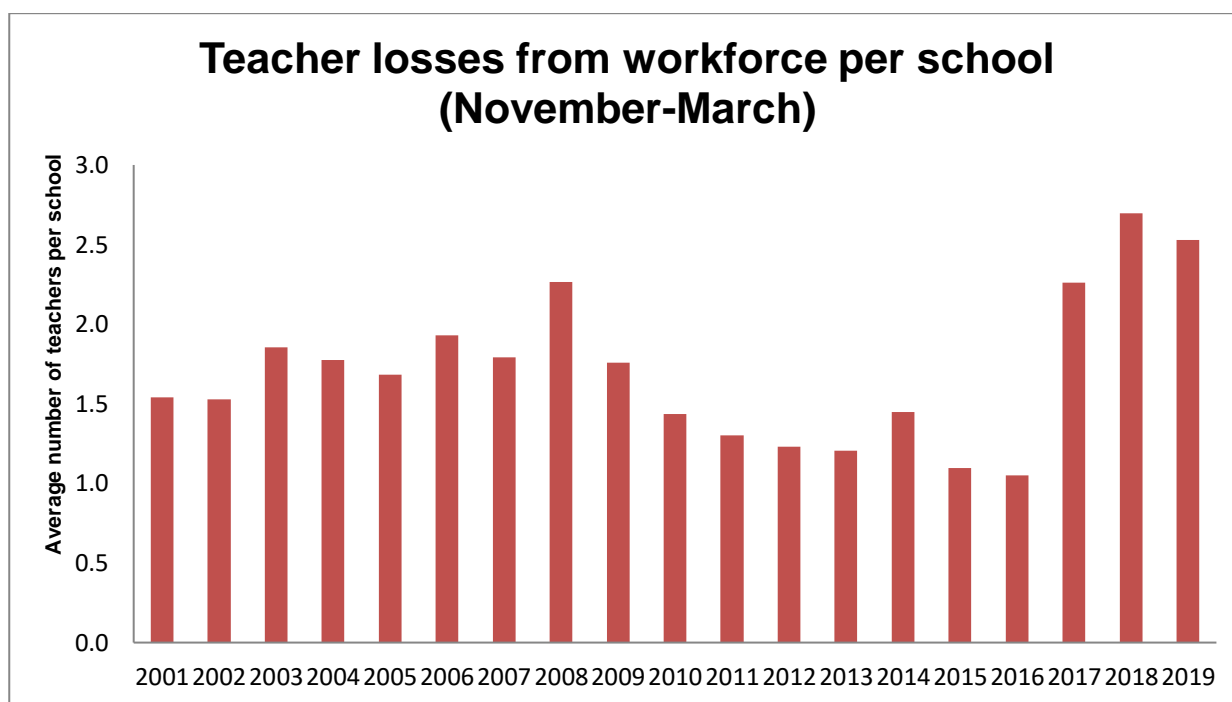
Attrition data below refers to teachers who resigned to leave the secondary state teaching service in New Zealand other than for temporary reasons, such as maternity leave. From 2016 'retirement' is identified as a separate category (previously included in 'Other reasons').

5.1 Resignations

Of the schools currently recorded in this report 74% (63% in 2018) reported that they had teachers who had left our secondary teaching workforce since 15 November the previous year. 24% had lost teachers from the start of the school year (31% last year)

They collectively lost from the secondary teaching workforce an average of 2.5 teachers during that time, similar to the same period last year (2.7). These losses remain high relative to previous surveys.

Increasingly losses are by retirement (40% this year).



It is worth noting that the slight dip in resignations is in the context of a significant pay and workload claim for secondary teachers but is still the second highest level on record.

5.2 Resignations by level

Resignation from secondary teaching: 15 November to 15 March

| Year | Base scale teachers | | Unit holders | Senior management | ALL | National projection |
|---------|---------------------|-------|--------------|-------------------|------|---------------------|
| | PCT 1 & 2 | Other | | | | |
| 2018/19 | 0.14 | 1.44 | 0.77 | 0.2 | 2.54 | 1180 |
| 2017/18 | 0.35 | 1.17 | 0.87 | 0.3 | 2.70 | 1240 |

Resignation from secondary teaching - 15 November to 15 March: Proportion of leavers

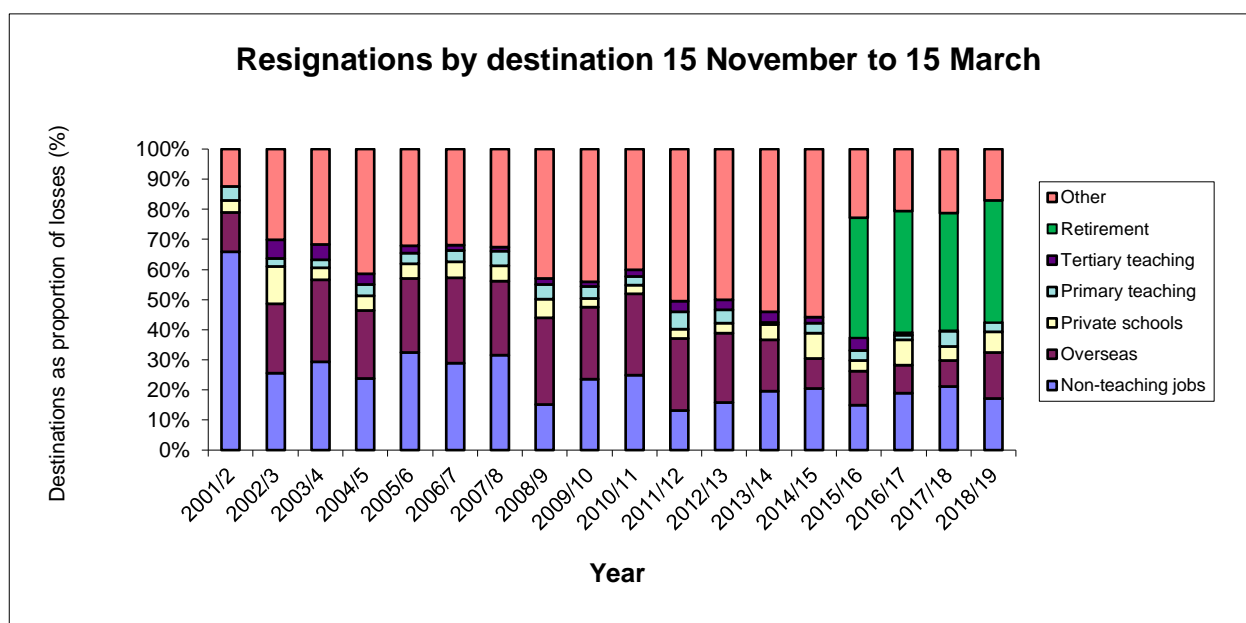
| Year | Base scale teachers | | Unit holders | Senior management |
|---------|---------------------|-------|--------------|-------------------|
| | PCT 1 & 2 | Other | | |
| 2018/19 | 6% | 57% | 30% | 8% |
| 2017/18 | 13% | 43% | 32% | 12% |

5.3 Resignations by destination

Teachers leaving for retirement account for the largest proportion of leavers, followed by those leaving teaching for other (non-teaching) jobs.

Losses 15 November to 15 March periods

| YEAR | Non-teaching job | Retirement* | Overseas | Private schools | Primary teaching | Tertiary teaching | Other |
|---------|------------------|-------------|----------|-----------------|------------------|-------------------|-------|
| 2018/19 | 17% | 40% | 15% | 7% | 3% | 1% | 17% |
| 2017/18 | 21% | 39% | 9% | 5% | 5% | 0% | 21% |



*Retirement was included as part of other reasons' until 2016.

6 Day Relief Pool

149 schools supplied data on their relief pool.

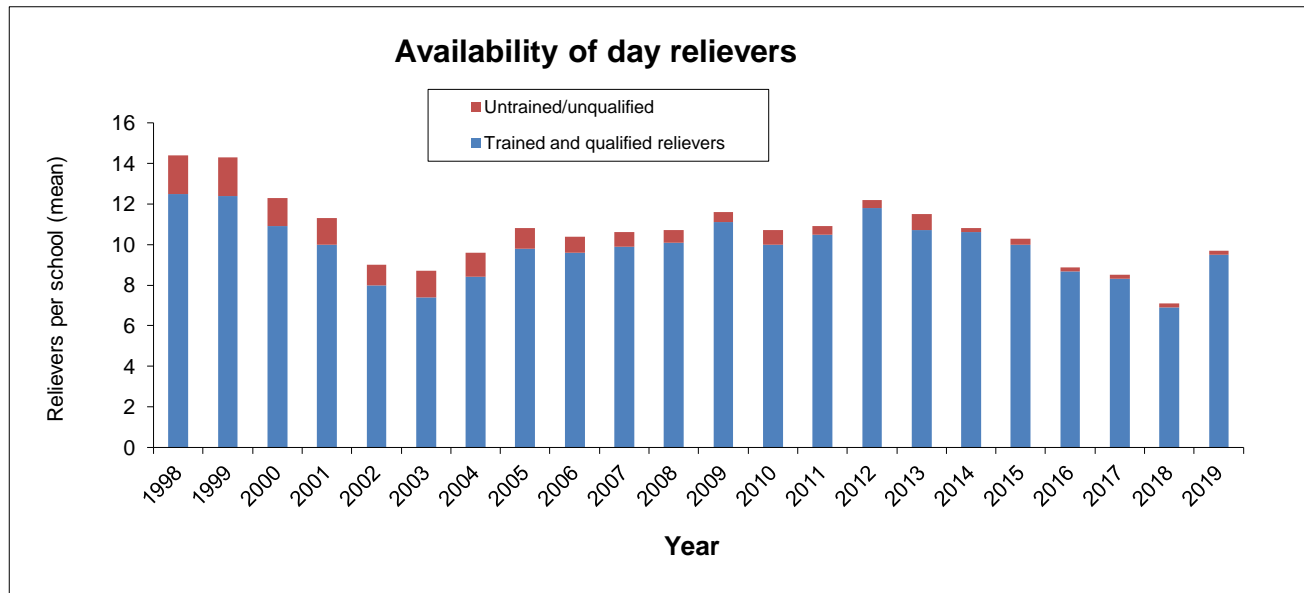
The average number of day relievers per school has improved since 2018. The average number of relievers available to schools was 9.7 (including 9.5 trained and qualified day relievers).

Most schools now report between six and ten relievers available to them. Thirteen percent of schools reported having two or fewer relievers were available to them, including 3% that had no relievers.

Most schools also report between three and five trained and qualified relievers available to them. Thirteen percent of schools reported having two or fewer trained relievers were available to them, including 4% that had no trained relievers. This is an improvement on 2018.

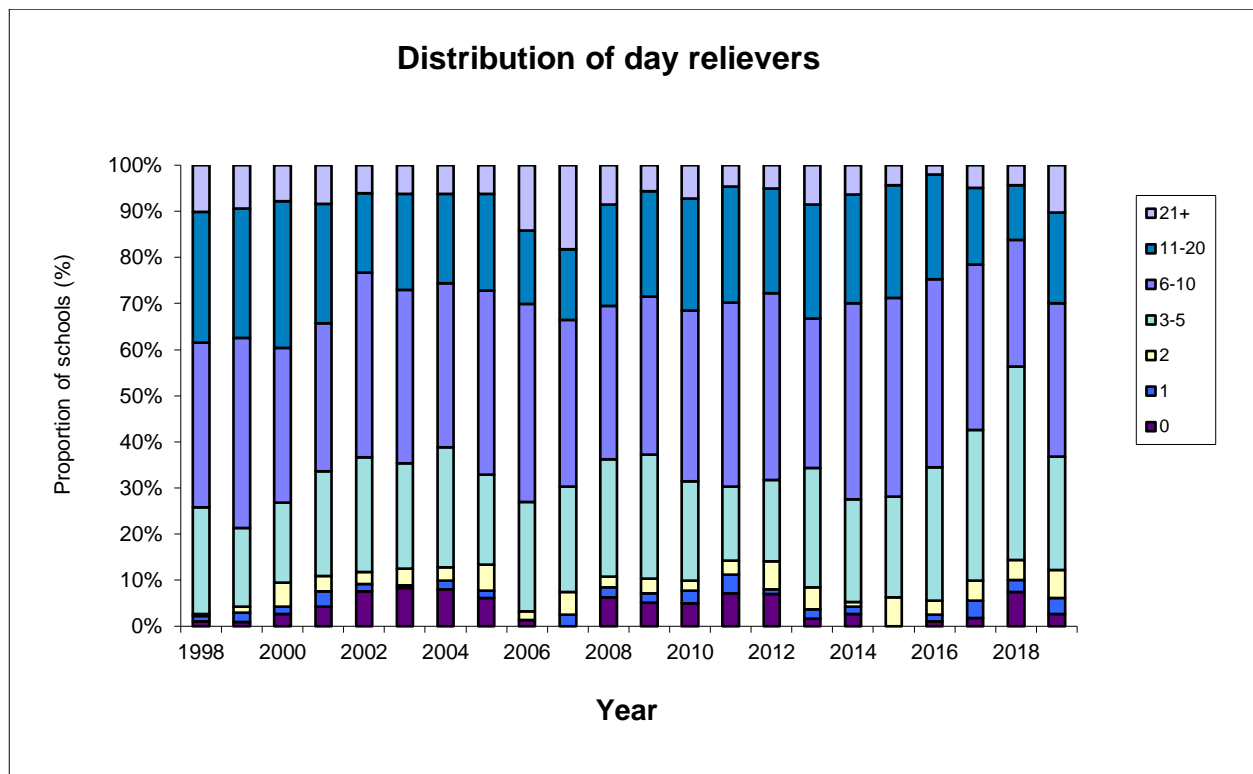
6.1 Availability of day relievers

| YEAR | Relievers / school | Trained and qualified relievers / schools | Trained and qualified proportion | Proportion schools would prefer not to use |
|------|--------------------|---|----------------------------------|--|
| 2019 | 9.7 | 9.5 | 98% | 8% |
| 2018 | 7.1 | 6.9 | 97% | 17% |



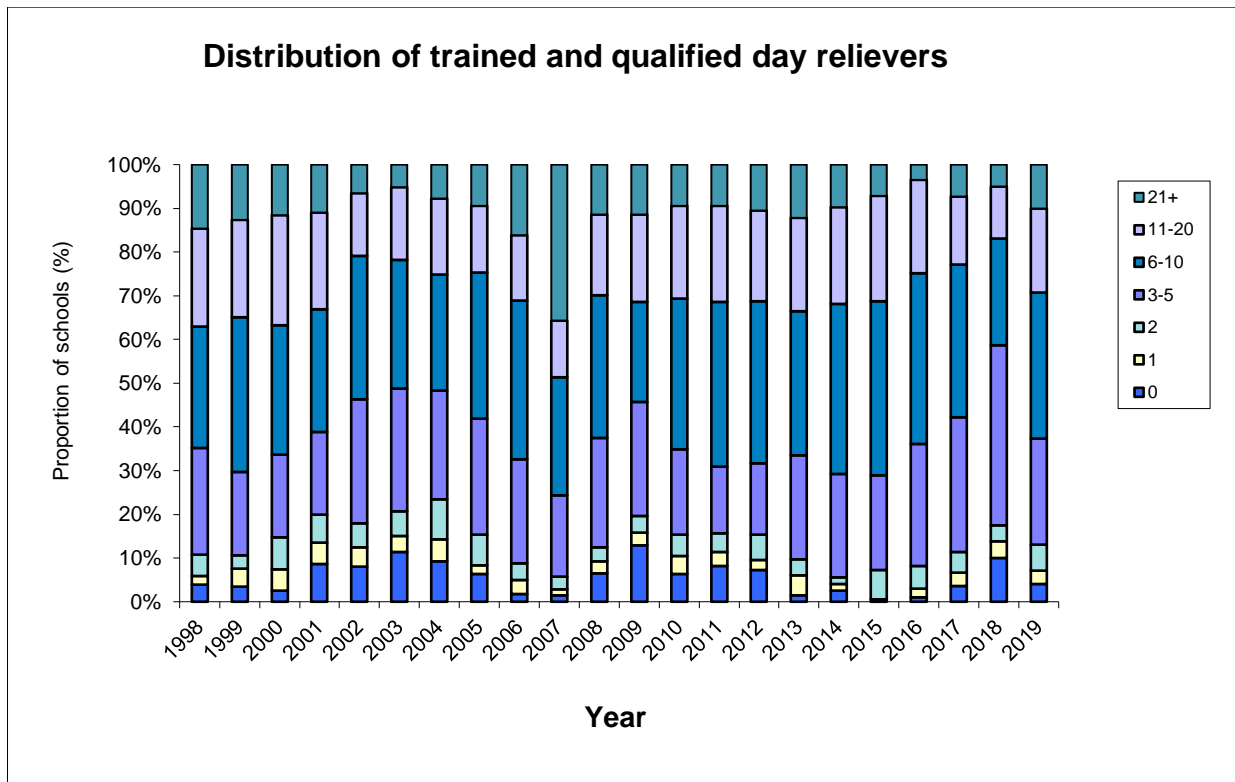
6.2 Distribution of day relievers

| YEAR | Number of relievers (% schools) | | | | | | |
|------|---------------------------------|----|----|-----|------|-------|-----|
| | 0 | 1 | 2 | 3-5 | 6-10 | 11-20 | 21+ |
| 2019 | 3% | 4% | 6% | 23% | 36% | 19% | 10% |
| 2018 | 8% | 3% | 4% | 42% | 28% | 11% | 5% |



6.3 Distribution of trained and qualified day relievers

| YEAR | Distribution of trained/qualified relievers (% schools) | | | | | | |
|------|--|----|----|-----|------|-------|-----|
| | 0 | 1 | 2 | 3-5 | 6-10 | 11-20 | 21+ |
| 2019 | 4% | 3% | 6% | 24% | 33% | 19% | 10% |
| 2018 | 10% | 4% | 4% | 42% | 25% | 11% | 5% |



7. Curriculum Delivery Issues

A similar proportion of schools to last year used teachers out of their specialist area because specialists could not be found. These two years show the highest percentage of schools recorded since these surveys began. However fewer teachers, classes and many more students were affected this year than in 2017.

Schools mostly use teachers trained in PE, primary and Social Studies to cover classes, and the classes most covered by non-specialists are Maths, Social Studies and Science.

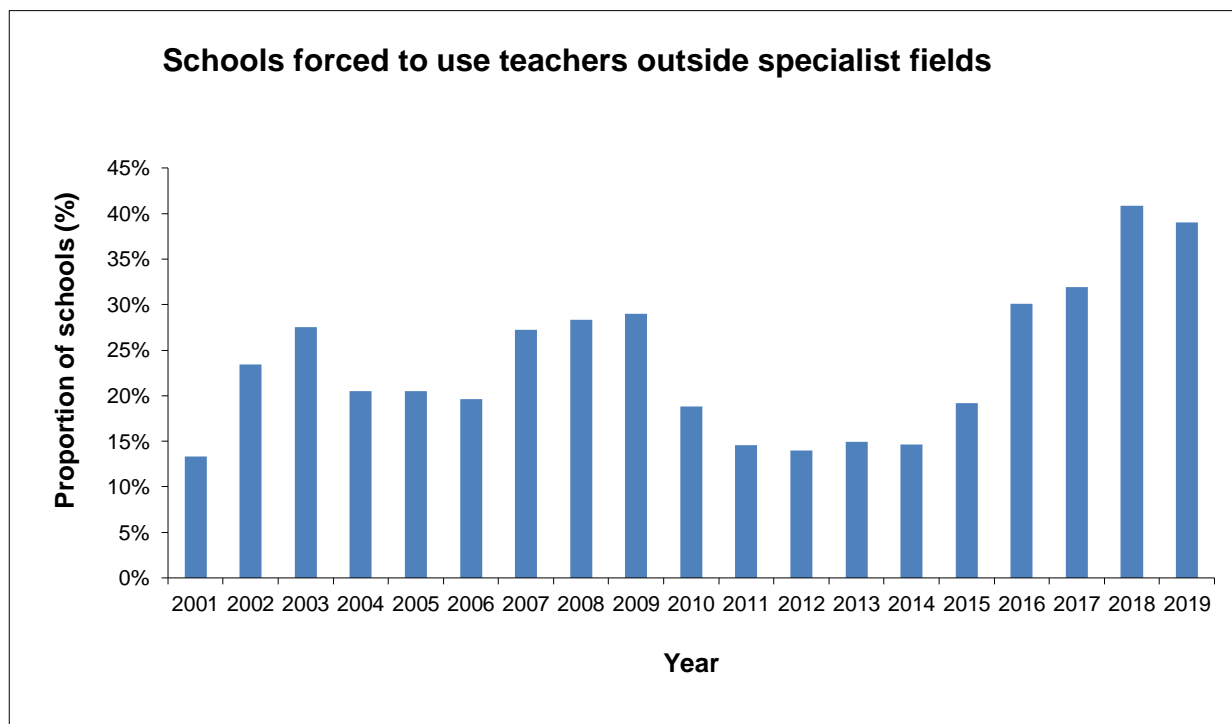
7.1 Teachers out of their specialist field

These were teachers who were teaching out of their area of qualification because specialist teachers in the subject could not be found.

| YEAR | Schools | Teachers per affected school | Teachers per school (all) | National projection |
|------|---------|------------------------------|---------------------------|---------------------|
| 2019 | 39% | 2.0 | 0.8 | 363 |
| 2018 | 41% | 2.5 | 1.0 | 451 |

The classes covered by non-specialists were predominantly junior classes (53%).

5,542 students were identified as being affected by the teaching of subjects by non-specialists in the responding schools, which suggests 17,650 students nationally (compared to a projection of 21,000 last year at this time).



Non-specialist areas covered

Schools have been unable to find trained and qualified teachers in a range of subjects. Where this is the case schools are most often using technology and PE teachers to cover gaps, which are most often in Mathematics, Social Studies and Science.

| Non specialist area | References |
|---|------------|
| Mathematics | 25 |
| Social Studies | 14 |
| Science | 11 |
| Technology | 7 |
| Food and nutrition | 7 |
| English | 5 |
| PE | 5 |
| Digital Technology | 4 |
| Art | 3 |
| Te Reo | 3 |
| Chemistry, Biology, Drama, Graphics, Home Economics, Mandarin, Outdoor Education, Religious Studies, Visual Arts | 2 |
| Agriculture/Horticulture, Business, Chinese, DVC, Early Childhood, ESOL, Financial Literacy, Future Pathways, Gateway, Geography, Health, History, hospitality, Japanese, Photography | 1 |

| Specialist areas | References |
|---|------------|
| Technology | 15 |
| PE | 14 |
| Music | 9 |
| Science | 9 |
| Mathematics | 8 |
| English | 5 |
| Social science | 5 |
| Food Technology | 4 |
| Art | 4 |
| HPE | 4 |
| Digital Technologies | 3 |
| Drama | 3 |
| Primary | 3 |
| Business, Commerce, Dance, Economics, Geography, German, History, Languages, Religious Education | 2 |
| Biology, chemistry, Fabric, Humanities, ICT, Japanese, Learning Support, Materials Technology, Pathways, PE | 1 |

7.2 Classes cancelled or transferred

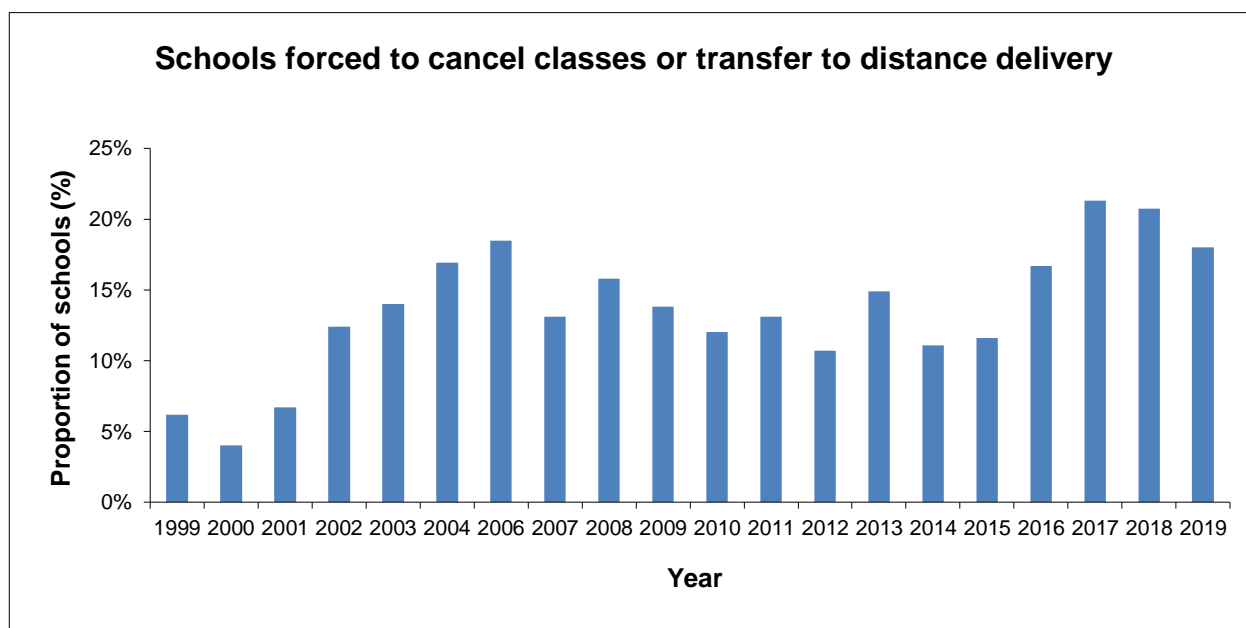
Classes were cancelled or transferred to Te Kura (Correspondence School), polytechnics or electronic delivery because schools have been unable to find subject specialists this year.

Ninety percent of the classes cancelled or transferred were senior secondary classes.

A little fewer than one in five schools had to cancel classes or transfer to a form of distance learning because a suitable specialist teacher could not be found, lower than last year (which was itself the highest level of transfer/cancellation since 1998).

| | Option reduction | | |
|------|-----------------------|-------------------------------------|---|
| YEAR | Proportion of schools | Average number classes (All school) | Average no. of classes (effected schools) |
| 2019 | 18% | 0.3 | 1.5 |
| 2018 | 21% | 0.6 | 2.7 |

Schools gave information for 37 courses on the numbers of students affected, ranging from one to over 200 students, an average of 14.5 students per course. This suggests 1,850 students were affected nationally.



Subject classes/areas affected:

The most frequently affected classes were Te Reo Māori (17%), Accounting and Spanish (each 7%).

Other classes mentioned were:

Automotive, Digital technology, Hard Materials Tech, Japanese, Physics, Science, Art, Business Studies, Chemistry, Chinese, Drama (junior), Economics, Environmental Studies, Equine studies, Geography, History, Hospitality, Mandarin, Music, Psychology, Senior Performing Arts, Textiles

8. Staffing expectations

The optimism indices reflect the pattern seen elsewhere in this analysis. The principals overall felt they had experienced more difficulty recruiting from within New Zealand for the start of the school year and are increasingly pessimistic about being able to recruit during the year, generally found it harder to retain staff from last year into this one and were more pessimistic about being able to retain staff through the remaining four terms. They were more positive than negative about their experience recruiting from overseas, though still only 25% thought it had improved since last year.

Overall, most principals expected no change from their experiences last year. The exceptions were:

- in relation to recruitment of New Zealand trained teachers for the start of this year, the largest group were those describing it as harder than the previous year, and
- in relation to expected recruitment of New Zealand trained teachers over the rest of this year, which again most expected to be harder than last year.

This echoes the observation that where schools have had to advertise they are not finding it as easy to replace teachers. They are conscious that many of their staff are approaching retirement.

8.1 Experience and expectation of recruitment and retention

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

| COMPARISONS | Much easier (%) | Easier (%) | Same (%) | Harder (%) | Much harder (%) |
|---|-----------------|------------|----------|------------|-----------------|
| Actual recruitment of NZ trained teachers for the term 1 2019 compared to term 1 2018. | 0 | 1 | 39 | 41 | 18 |
| Actual recruitment of overseas trained teachers for term 1 2019 compared to term 1 2018: | 2 | 23 | 59 | 10 | 5 |
| | | | | | |
| Expected recruitment of NZ trained teachers for the rest of 2019 compared to 2018: | 0 | 1 | 30 | 43 | 27 |
| Expected recruitment of overseas trained teachers for the rest of 2019 compared to 2018: | 1 | 16 | 59 | 13 | 10 |
| | | | | | |
| Actual retention of teachers into 2018 compared to 2017 | 3 | 13 | 60 | 16 | 9 |
| Expected retention of teachers over the rest of 2019 compared to the same period in 2018: | 2 | 12 | 51 | 24 | 11 |

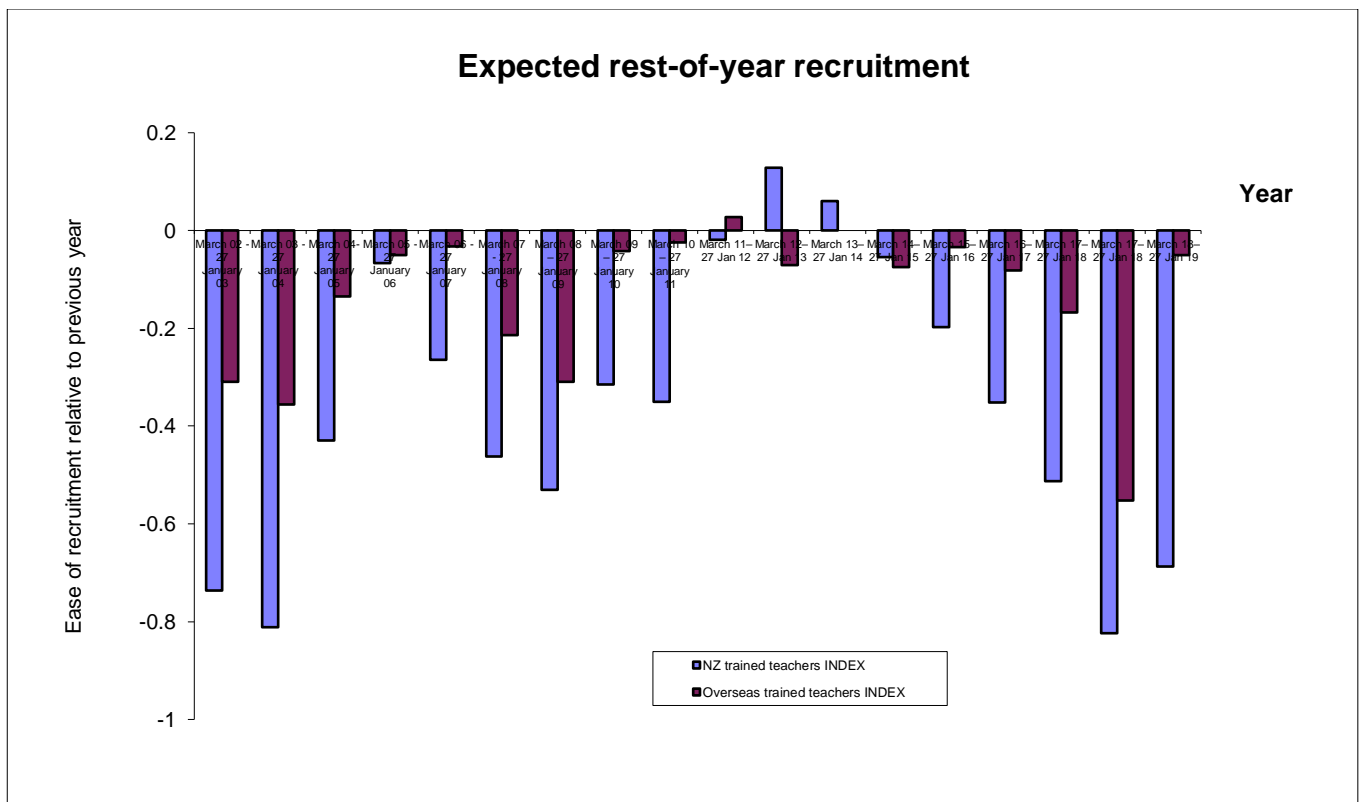
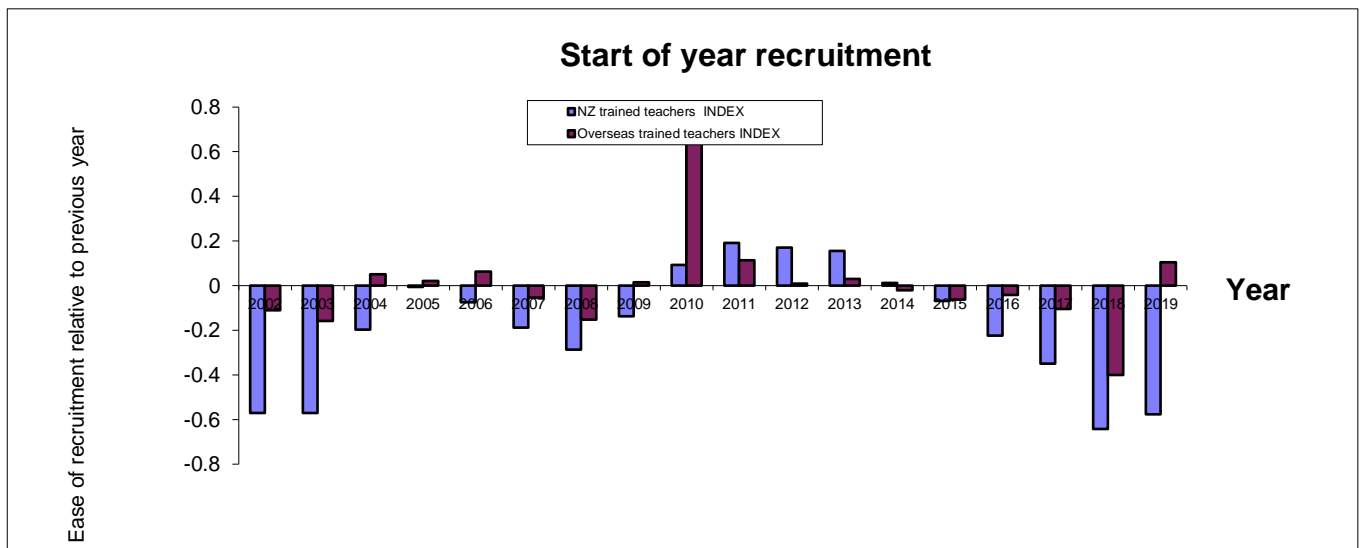
8.2 Optimism indices

Principals remain overall negative about recruitment and retention. The only area in which they are more positive than negative is in the start of year recruitment of overseas teachers.

Recruitment

| Actual recruitment: start of year | NZ trained teachers INDEX | O/S trained teachers INDEX |
|-----------------------------------|---------------------------|----------------------------|
| March 19 | -0.577 | +0.105 |
| March 18 | -0.641 | -0.400 |

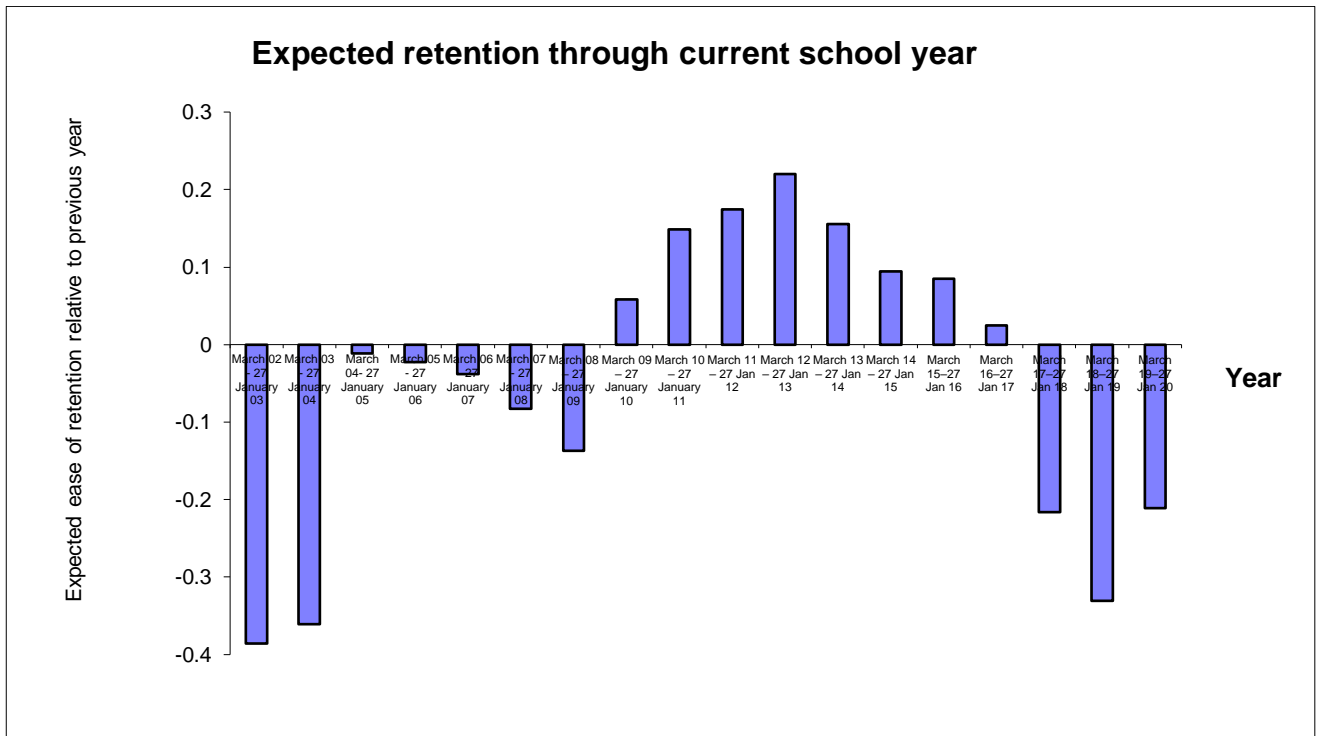
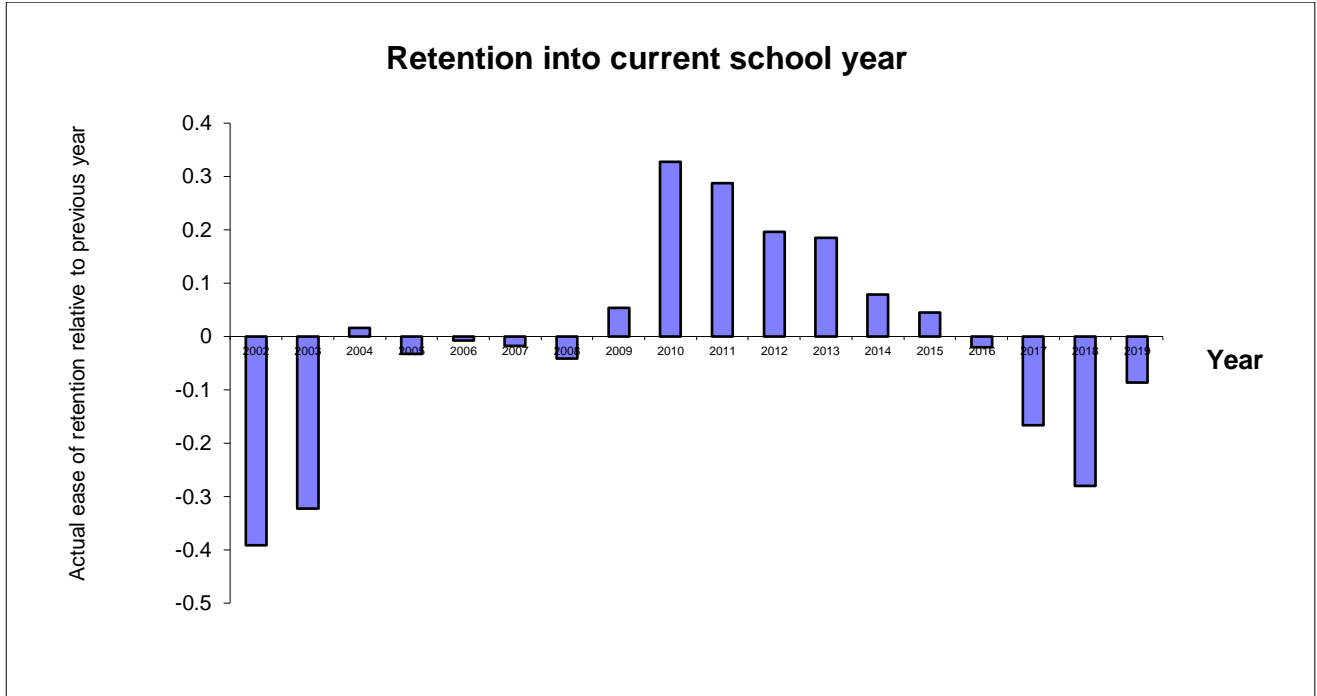
| Expected recruitment: rest of year | NZ trained teachers INDEX | O/s trained teachers INDEX |
|------------------------------------|---------------------------|----------------------------|
| March 19–27 Jan 20 | -0.688 | -0.051 |
| March 18–27 Jan 19 | -0.823 | -0.553 |



Retention

| Actual retention between school years | All teachers INDEX |
|---------------------------------------|--------------------|
| March 19 | -0.086 |
| March 18 | -0.281 |

| Expected retention for remaining school year | All teachers INDEX |
|--|--------------------|
| March 19 – 27 Jan 20 | -0.211 |
| March 18 – 27 Jan 19 | -0.331 |



9. Principals' comments on teacher supply

The areas commented on by 62 principals included 11 who indicated their staffing had gone smoothly this year. Others commented on issues causing them concern:

| Issue | References |
|---|------------|
| Concerns over with recruitment | 13 |
| Concerns over overseas teachers | 11 |
| Reduced numbers of applicants | 11 |
| The lack of NZ trained applicants | 7 |
| Teacher pay | 6 |
| Lack of relievers | 6 |
| Reduced quality of applicants | 5 |
| Teacher workload | 5 |
| Concerns over retention | 4 |
| Advantages of schools near centres of ITE | 3 |
| Housing cost impacts | 3 |
| Use of TeachNZ | 3 |
| The aging workforce | 2 |

Aging workforce in some areas - especially technology - hard materials. A push is needed to attract people into this area or it will not be able to be offered - which goes against MoE and school aims to provide suitable career pathways. Incentives needed - free training, advances?

Although the stats in this survey indicate we are in a positive position they hide some realities. - We experience very few quality applicants - We work extremely hard to recruit teachers - retention here is partly a function of there being no other relative jobs available - the overall lower quality of applicants, including those appointed, at all levels is making itself felt in terms of standards of teaching, number of complaints.

As we are a special character school it is very difficult to replace teachers. We found that relief teachers were very thin on the ground in 2018 and at times teachers had to take on extra responsibilities to cover.

At (SCHOOL) we had little trouble staffing for 2019, however I would say that the previous Principal and myself both felt we had a good run (We did even say that we had got lucky) with making appointments in Term 4 2018 for 2019. We had a couple of new graduates who had a placement with us and then we had vacancies in their specific areas. We also managed to find Maths & Physics teachers!! It is my gut feeling that things could have easily not have gone so smoothly.

Due to the fact of poor pay, long hours and living costs in Auckland, we will get to the stage of not being able to attract any teachers to our school.

Extremely difficult to staff a programme that is critical and culturally sustaining. Not enough Māori teachers (any subject). Teacher workload is incredible - class sizes have increased and workload has increased.

Finding it impossible to get a Te Reo teacher. Advertising for the third time. Just not getting NZ trained teachers applying for positions.

| |
|--|
| <p>Five years ago I had nearly 50 applicants for a PE position. I advertised at the start of this year and got two unsuitable overseas applicants and one unqualified NZ applicant and the position is still not filled at the end of March.</p> |
| <p>Generally speaking I have gone down a pathway of employing TeachFirst NZ teachers in order to staff very hard to fill positions (i.e. maths and technology). This has short term (and possibly) long term effects, which are both negative and positive. These trainees need more support and are not effective in the classrooms for our year 11 students who are entering the framework. Our gamble is that these teachers will be strong in 2-3 years. As you will appreciate, this gamble is not taken lightly, but there were no applicants suitable for maths positions advertised last year.</p> |
| <p>Have difficulty trying to get quality relieving teachers, and/or quality teachers when we have vacancies.</p> |
| <p>High quality, experienced and well trained teaching staff are still very hard to find!</p> |
| <p>I am greatly concerned at the low numbers of NZ trained teachers. the recent oversea recruitment could have very harmful effects on our education system through a loss of Pasifika and Māori specific knowledge and experience. Growing up in diverse communities assists in developing strong relationships with students. I now rely heavily on PCTs and strong recruitment to fill vacancies to teachers leaving Auckland/teaching/NZ. I believe the effect on our students, schools and communities will be very obvious soon if our profession is not supported by government very soon.</p> |
| <p>I appointed several trained/qualified teachers for the start of 2019-, in some cases from a pool of one applicant. Just no depth, no choice. On the other hand, one good teacher left to go to another city (Dunedin) and has been unable to secure a teaching job in spite of a number of applications. I have never been approached in my capacity as referee for him. Just shows the extremes of supply/demand. Very hard where you are not in a University (ITE) city. Clearly much easier if you are!</p> |
| <p>I have noticed that teachers are frustrated with the increasing demands of the job and are looking for easier options. I am also concerned at the number of overseas teachers coming to teach in NZ as they are not familiar with NZ culture and NZQA.</p> |
| <p>I know that our situation is not representative of schools around Auckland and NZ generally. I feel very lucky to have the staffing situation we do and this is in part because of the number of Teach First participants we have in positions that we would have struggled to fill.</p> |
| <p>In 2018 we needed to appoint 2 design and technology teachers. The first vacancy required appointment from overseas and took 6 months to complete. The second after several advertising rounds took 5 months to complete with just 1 suitable NZ applicant. In 2016-17 we advertised to appoint 2 teachers of English. We had a great range of applicants for a permanent and a fixed term position. In 2019 we have struggled to find one good native English speaker who is in NZ. to take a position until the end of the year. It is getting much more difficult to find a teacher. I am anticipating I will need 2 junior technology teachers due to retirement at the end of the year. I do not believe that I will find suitable teachers in NZ.</p> |
| <p>In field of science/maths was overwhelmed with applicants from outside NZ - 90% did not appear to have English as a first language. Eventually found suitable NZ trained staff. Have used up my pool of relievers - been employed either here or other schools.</p> |
| <p>In general terms the staffing of the school with high quality, subject specialists is becoming more difficult. We are appointing staff to permanent teaching positions that would not have been shortlisted</p> |

| |
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| <p>in the past. Overseas trained teachers are an essential component of staffing of the school as locally trained candidates do not exist. These overseas trained teachers are often very capable but require extensive support with regard to NZ school life and also with their personal matters such as housing and transport. Many do not stay long term in NZ and are therefore a relatively expensive proposition for the school. Make no mistake, we have a staffing crisis.</p> |
| <p>It has been EXTREMELY difficult to fill vacancies with quality applicants and I have had excellent help from Education Personnel to fill a maths vacancy with an overseas applicant. I had no NZ applicants and that position has been filled also an overseas applicant, but he has been unable to join us until term 2.</p> |
| <p>It has been really challenging finding appropriate staff in Science, Maths and Technology. It's also been a challenge bringing staff into NZ - the challenges they face getting things like salary assessment sorted have been staggering - partly their fault for not watching the podcast they should have while in their country of origin, partly our complicated system's fault.</p> |
| <p>It is becoming increasingly more challenging to attract and find suitable teaching staff for our school, especially in 'hard to staff' subject areas like Mathematics, Technology, Te Reo Māori and some Sciences. We are also finding that we are losing competent teachers within their first 3-5 years of teaching as they are leaving the profession. Another significant challenge has been the introduction of the Kahui Ako roles and finding suitable candidates for these positions and then the conflict this causes due to the perceived differences in workload and expectations compared to 'Middle Leaders'. Retention, recruitment and workload continue to be key issues in secondary schools.</p> |
| <p>It is getting more difficult to attract, appoint and retain quality NZ trained teachers. In Auckland, commuting challenges and financial cost strains are common. Our trained teacher intake is falling behind demand and subject specific requirements / specialisations.</p> |
| <p>It is harder to recruit good staff. It is harder to retain good staff. The concept of one teacher one subject, i.e. subject specialism is no longer valid. "A good teacher is a good teacher"</p> |
| <p>Kura Kaupapa Māori have struggled to entice teachers for specialist subjects, particularly NCEA Science, Chemistry and Physics, Maths, PE. Entice is probably the wrong word because there are very, very few of these specialist teachers to entice. They aren't out there. The struggle for relievers has been the same for almost 30 years since my involvement in immersion, Kura Kaupapa Māori and Kura-a-Iwi programmes. For 3 decades we have devised in-school strategies to cope. This has always been an issue for our Māori Medium programmes but never given the light of day, the attention needed to find a solution. On a positive note - I have no problems finding the Māori teaching staff I need, in fact the problem is the number of teachers who are looking for a job.</p> |
| <p>Location and lack of local teacher training facility for secondary makes attracting new teachers to the area challenging</p> |
| <p>Of interest is that we have employed, for the first time, two trainee teachers from TeachFirst NZ programme. One to fill a science part time vacancy and the other English. We have also hired a technology teacher from South Africa after receiving no serious local/national interest. She is good, but it has cost us \$8,000, after the Ministry subsidy.</p> |
| <p>Our school has been fortunate enough to secure a fully trained staff for 2019. We have a reliable group of fully qualified relievers and we are very fortunate. When we have advertised a position we have been able to advertise with the possibility of accommodation, this has been an enormous bonus because it has provided us with a good choice of applicants.</p> |

| |
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| <p>Over the past 3-4 years, it has become more difficult to recruit quality staff. While we still receive multiple applicants for most jobs, the majority are overseas and do not have the necessary attributes to be effective. The few (usually 1-3) suitable applicants often (~60% over the past 6 months) withdraw from the application process or decline job offers, usually because they get other offers.</p> |
| <p>Previously it was extremely difficult to find teachers in specialist subjects (Maths, Science, Technology). These subjects are now nearly impossible to fill. - Now are having real difficulty finding teachers in all subject areas, eg English, History, etc. - Disappointed in quality of some overseas teachers/applicants - Overseas teachers/applicants are often from non-English speaking backgrounds and English is their second language. - Recruiting companies often put forward candidates that have insufficient experience or qualifications for positions advertised, eg senior chemistry teacher, candidate put forward had previously only taught to Y10 Science.</p> |
| <p>Problems with gaining staff who are at a suitable level of NZ experience and teaching ability. Fear is constant re losing quality staff to other schools regions or more importantly out of the area of teaching. Increased stress and demands on time is sapping.</p> |
| <p>Recruitment has been OK for this year, however I expect it to be harder for the start of 2020.</p> |
| <p>Seems to be challenging to appoint teachers in the following areas: Mathematics Technology Te Reo Māori Strong links with two Education Teacher training providers has enabled our school to be staffed.</p> |
| <p>The AST roles in the Kahui Ako have added to the stress of getting qualified teachers, e.g. we needed to find a Science teacher for 3 classes - after much advertising we got 1 applicant whom we have appointed. We are finding we on get one to two applicants for most positions this year. A lot of overseas applicants who don't meet requirements. We are currently advertising a maths position and have arranged 2 interviews with overseas teachers. Both have taken other jobs before we could interview them. We are proactively arranging an interview as soon as we get an application so can't act any sooner. I am gravely worried about the quality of teachers available for positions, One teacher who has taught for 6 years resigned in the first two weeks of Term 1 to leave teaching - too much stress and anxiety.</p> |
| <p>The market is tight. For most teaching positions we get a sufficient number of applications but the quality of applicants is very weak. We generally feel that we are lucky to get ONE applicant that we feel comfortable teaching our own children. It is near impossible to staff appropriately during the year or for maternity leave positions etc.</p> |
| <p>The number of applications for teaching positions is drastically reduced in comparison with 4-5 years ago. While we are fortunate to have been able to appoint trained and suitable teachers for all positions, we have been limited in our choices. This is not a good situation for the long term provision of excellent teaching for NZ secondary school students.</p> |
| <p>the online survey didn't work. In general, it is getting harder to get good staff but we start early and try to give people time. BOP a good place to come to live - helps.</p> |
| <p>The pool of applicants has been dismal for most of 2018 and continues to be at very low levels this year. There have been low numbers, low suitability and no ideal applicants. We have needed to make do with available candidates.</p> |
| <p>The poor salary of teachers is driving them out of the profession. You should also have asked how many teachers are leaving Auckland to work in state schools where the cost of living is lower.</p> |

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| <p>The support supplied for any overseas recruitment was effective and supportive. We had already identified a teacher to appoint, but the availability of assistance for gaining visas was really good. Despite the increased difficulty of recruitment, we have appointed some excellent beginner teachers this year.</p> |
| <p>The two middle leaders who left did so for health reasons - one terminal cancer and one to get his chronic conditions back to a manageable level so he can return to teaching in a few years. Private schools still offer a better pay rate than state schools.</p> |
| <p>There is a general difficulty in recruiting to small rural schools. Most applicants to any positions are from overseas, finding suitable NZ-trained teachers is difficult. Even beginning teachers are often reluctant to come to smaller areas. I believe they prefer to go to the larger provincial centres if they are economic refugees from Auckland.</p> |
| <p>These issues have not really impacted on us yet. (City) is a unique education environment where there is little movement and people stay and stay and stay. It is also an environment where there is little growth, an even a loss some years of student numbers. There is no doubt that the pool of applicants when we do have a job is much smaller.</p> |
| <p>This year has been unusual for two aspects: 1 Maternity leave scheduled for one year being extended to the second year (3 teaches) with permanent positions. 2 People leaving teaching (2) going overseas (1) from permanent positions. 3 One person leaving to "see what happens", but with the intention of not teaching. That's six permanent roles where people are staying out of or leaving teaching. That's much higher than usual. We've taken steps to make overseas recruitment easier but with six already 2018/19 we have to pull back with the best will and with strong subject competence these teachers will take some while to learn how to operate in their new country and with Māori and Pasifika students. Overseas staff are not a panacea to the shortage. They are helping, but it is NOT a solution and shouldn't have been seen as such. The MoE has to get on and settle the industrial issues, it has to do some salary catch-up relative to national average salary percentage differentials and it has to offer a stronger salary package for year 1-3 or the problem will simply get worse. We have had two experienced teachers leave teaching for better work-life balance and better pay. We had one teacher, just completed PCT2 go to Australia for immediate \$20,000 pay rise. Two others are heading overseas later in the year because of the signals being sent re workload and pay. It looks like a lot of overseas applicants for one job but these were non-subject specialists, high transient record or had never taught in the last decade. The two trained NZ teachers failed the referees' check. Will try again in term 3. We have 2 science maternity positions in the second half of the year and these will be very challenging to fill. We are getting closer to having to appoint untrained/unqualified teachers.</p> |
| <p>Used Education Personnel for the first time this year. Good to have their support - had to pay \$2850 for local teacher but overseas would have been free if we'd employed one. We're lucky living in (region) - people want to live here and the housing is cheaper. Hasn't been too hard to fill positions.</p> |
| <p>Very difficult to attract specialist teachers to part-time rural school positions</p> |
| <p>We are in a good position for this year. However, we do actively recruit beginning teachers and we do employ as early as possible to 'avoid the rush' so to speak.</p> |
| <p>We are most fortunate (and we know it) that we are fully staffed and were able to fill all 7 vacancies at the end of last year. We are also blessed with a large pool of highly qualified relievers (almost all retired former staff).</p> |
| <p>We cannot find teachers of: Te Reo Māori of any sort of quality Technology Digital Technology</p> |

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| <p>Maths We have recruited teachers of high quality and experience from Auckland and the Waiakato (x3). They were here because of cost of living up north/lifestyle here (South Island).</p> |
| <p>We had a huge change in staffing, I have appointed 15 new teachers this year. We have been happy with our appointments. We have employed 7 first year teachers. It was OK recruiting English, Social Science, difficult to find Math teachers, very difficult. Others fell into place nicely.</p> |
| <p>We had a HUGE turnover of staff in 2018. Reasons include: o retirements (3) o leaving NZ (1) o leaving Auckland (3) o leaving teaching (3) o going to private schools (2) At the same time we needed 5-6 new teachers for roll growth. There is currently no buffer in the system - and the quality of available overseas staff is very poor. 'Qualified teachers' does not mean 'quality teachers'. While I appreciate the MoE's work to get overseas staff, it infuriates me that they continue to believe they are providing a quality solution for years of future students. I expect much lower turnover in 2019 in the wake of a very challenging 2018. But if I do need to replace I am realistic that it will be very competitive to get good quality teachers.</p> |
| <p>We had permanent assistant teachers resign during 2018 and it was extremely difficult to get qualified replacements. Teachers seem to be very loyal to their students and schools during the year. We had no choice but to use a recruitment agency and "take a risk" with teachers from places like China where the schooling culture is so different to NZ/Aotearoa. Likewise, our school roll is growing and in key areas like maths it is difficult to secure teachers without recruiting overseas. We were forced to appoint from overseas for both of the additional maths teachers who started this year. I feel extremely grateful that our teacher retention rate was so high at the end of last year.</p> |
| <p>We had to use a recruiting agent for the first time this year (2018) for a specialist IT teacher digital tech.</p> |
| <p>We have been fortunate with a low turnover of teaching staff at the end of 2018, also a roll decrease at the start of 2018-19 meant that there was no need for new appointments. However we are struggling to replace our male guidance counsellor.</p> |
| <p>We have been lucky after big turnover in last 2-3 years we have a fairly stable staff for this year.</p> |
| <p>We have found it different to recruit staff for the 2019 school year. This is the first year we have had to employ a tertiary based teacher on a LAT and to use recruitment companies to employ overseas teachers. Finding Quality teachers is difficult, especially in maths, physics, chemistry, commerce, English and technology</p> |
| <p>We seem to be isolated from problems elsewhere. Appreciate what you are doing!</p> |
| <p>We struggled for two years to find a Home Ec/Food teacher - we had a returnee from O/E in UK fall into our lap - this is a training gap. We struggle to provide Te Reo - got told off by ERO but another school in our community is also without a teacher!! We also struggle with interesting methods of coercing our staff to work within the province at other schools - not very professional/collegial - desperate times!!</p> |
| <p>We will struggle to find an adequate replacement for any of our specialist positions should staff decide to move on.</p> |
| <p>We won't be looking for overseas teachers because of bad experiences last year.</p> |
| <p>With reference to Day relievers: Please note as we have a lot of part time teachers I use them for internal paid relief before I get in external paid relief.</p> |

With the 'easy' time allowances and money available through CoLs colleagues report it is getting harder to recruit and retain middle leaders. \$4k per unit worked out weekly does not compare. I was one of the background reasons we did not join a CoL. At the moment we cannot recruit a permanent TIC Geography. That is now being taught by non-specialists. Only two suitable applicants for permanent guidance counsellor role.

Workshop technology - almost impossible to get NZ trained teachers. Art - I had 2 OK applicants. The one we offered the job declined it. I have 4 teachers out of 54 on maternity leave. Hard to get fixed term replacements.