



SECONDARY PRINCIPALS' SURVEY

REPORT FROM SECONDARY PRINCIPALS' COUNCIL OF AOTEAROA FOR THE TEACHER SUPPLY SUMMIT 2024



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THE SURVEY

This survey was conducted by the Secondary Principals' Council of Aotearoa as background information for the first meeting of the Teacher Supply Summit 2024.

89 secondary principals provided responses. The characteristics of their schools are shown in the Appendix to this report.

Principles identified the level of secondary teacher supply difficulty they are experiencing and identified:

- their highest priorities in relation to Teacher Supply
- barriers/challenges they faced in relation to Teacher Supply
- what they are doing to overcome those barriers/challenges
- what the Ministry of Education should do to help schools overcome those barriers/challenges
- what the Government should do to help schools overcome those barriers/challenges

This report presents the findings of the survey.

OVERALL SUMMARY

- 77.5% of schools responding had high or very high secondary teacher supply problems.

Supply difficulty	N	Responses
Very high	33	37.1%
High	36	40.4%
Moderate	13	14.6%
Low	3	3.4%
Very low	4	4.5%

- The average level of difficulty reported is 4.02¹, i.e. the average school reported that their secondary teacher supply situation was slightly more than 'hard'.
- Roll size, equity index, urban accessibility, isolation index and school type have impacts on the degree to which problems are felt by the school.
- Principal' highest priorities in relation to teacher relate to:
 - General Staffing Issues
 - Subject Specialization
 - Relief and Short-Term Cover
 - NZ Trained and Qualified Teachers
 - Long-Term Retention
- Barriers/challenges faced in relation to secondary teacher supply are
 - Subject Specialization:
 - Relief and Short-Term Cover
 - Location Challenges
 - Shortage of Qualified Applicants
 - Reliance on Overseas Teachers.
 - Relief Teacher Scarcity
 - Stress and Turnover
 - Low Local Graduate Numbers

¹ The weightings used to calculate average supply difficulties were: Very Low = 1, Low = 2, Moderate = 3, High = 4, Very High =5

- Examples of what schools are doing to overcome these barriers/challenges are:
 - Increased Use of LATs (Limited Authority to Teach):
 - Reliance on Overseas teachers.
 - Creative staffing solutions
 - On-Site Teacher Training
 - Focus on Retention and Staff Wellbeing
 - Early and Frequent Advertising
 - Support for Trainee and New Teachers

- Principals think the Ministry of Education should address
 - Salary and Working Conditions:
 - Recruitment and Incentives:
 - Teacher Training and Support:
 - Regulatory and Administrative Challenges
 - Funding and Resources:
 - Career Attraction and Retention
 - Addressing Rural and Remote Challenges

- Principals think the Government should address:
 - Salary and Working Conditions:
 - Long-Term Strategies and Support
 - Immigration and Recruitment
 - Teacher Training and Pathways
 - Public Perception and Professional Support
 - Funding and Resources
 - Educational Policy and System Improvement

1. Staffing difficulty and roll size

Schools with rolls smaller than 500 and those with rolls between 1000 and 1499 have the highest difficulty with secondary teacher supply.

Roll size	N	Average difficulty
1 to 499	41	4.15
500 to 999	27	3.85
1000-1499	14	4.29
1500+	7	3.43

2. Staffing difficulty and Equity Index

Secondary teacher supply difficulty increases with Equity Index rating.

Equity index	N	Average difficulty
344-449	29	3.69
450-499	32	4.09
500-569	28	4.64

3. Staffing difficulty urban accessibility

Schools which have low urban accessibility have the highest difficulty with secondary teacher supply. (See Appendix 1 for accessibility map.)

Urban accessibility	N	Average difficulty
High	39	3.87
Medium	16	3.69
Low/Remote	34	4.41

4. Staffing difficulty and school type

State schools on average are reporting higher levels of difficulty than are integrated schools.

School Type	N	Average difficulty
State	73	4.14
Integrated	16	3.75

5. Staffing difficulty and isolation index group

Schools which have high isolation indices have the highest difficulty with secondary teacher supply.

Isolation group	N	Average difficulty
A/B	22	4.05
C	41	3.93
D/E	26	4.31

Note. The higher difficulties in high urban access and low isolation rating are likely to reflect the impact of schools responding from Auckland/Tamaki Makaurau.

TRENDS IN RESPONSES TO OPEN QUESTIONS

1. Schools' highest priorities in relation to Teacher Supply

- **General Staffing Issues:** Many schools are experiencing difficulty in filling vacancies across all subjects, not just specialized areas.
- **Subject Specialization:** There is a high demand for teachers specialized in Maths, Science, Technology, Te Reo Māori, and English.
- **Relief and Short-Term Cover:** Schools are struggling to find relief teachers and to cover maternity and study leave positions.
- **NZ Trained and Qualified Teachers:** There is a significant challenge in attracting and retaining qualified New Zealand-trained teachers, particularly for specialized subjects.
- **Long-Term Retention:** Retaining teachers long-term, especially in remote or less popular areas, is a recurring concern.

2. Barriers/challenges faced in relation to Teacher Supply

- **Subject Specialization:** There is a high demand for teachers specialized in Maths, Science, Technology, Te Reo Māori, and English.
- **Relief and Short-Term Cover:** Schools are struggling to find relief teachers and to cover maternity and study leave positions.
- **Location Challenges:** Schools in isolated or rural areas face difficulties attracting and retaining teachers due to remoteness, high housing costs, and a lack of local amenities.
- **Shortage of Qualified Applicants:** There is a widespread shortage of qualified teachers, particularly in specialized subjects like Science, Maths, Technology, and Te Reo Māori, with many positions attracting few or no applicants.
- **Reliance on Overseas Teachers:** Schools are increasingly relying on overseas-trained teachers, but the lengthy visa process and challenges in transitioning to the New Zealand education system create additional barriers.
- **Relief Teacher Scarcity:** The availability of relief teachers is limited, with many schools struggling to find adequate cover for sick or absent staff.
- **Stress and Turnover:** High workloads, stress, and a lack of career advancement opportunities contribute to teacher turnover, with some opting for relief work instead of full-time roles.
- **Low Local Graduate Numbers:** There are concerns about the insufficient number of New Zealand-trained graduates entering the profession, leading to a reliance on less experienced or overseas-trained teachers.

3. What schools are doing to overcome barriers/challenges to Teacher Supply

- **Increased Use of LATs (Limited Authority to Teach):** Schools are increasingly employing LATs, often as a stopgap measure, to address teacher shortages in specialized subjects and manage classroom needs.
- **Reliance on Overseas Recruitment:** Many schools are actively seeking to recruit teachers from overseas, though this approach is often met with challenges related to visa processes and the adjustment to the New Zealand education system.
- **Creative Staffing Solutions:** Schools are adopting flexible and innovative strategies, such as employing unqualified or retired individuals, combining classes, offering part-time contracts, and adjusting timetables to ensure all teaching positions are filled.
- **On-Site Teacher Training:** Some schools are collaborating with universities or implementing on-site teacher training programmes to "grow their own" teachers from within the community or existing staff.

- **Focus on Retention and Staff Wellbeing:** Efforts are being made to retain existing teachers by offering units, reducing workloads, and focusing on staff wellbeing to prevent burnout and encourage long-term commitment.
- **Early and Frequent Advertising:** Schools are advertising positions early and frequently, both domestically and internationally, to attract the best possible candidates before the start of the school year.
- **Support for Trainee and New Teachers:** Schools are offering robust induction programmes, mentoring, and professional development to support new and trainee teachers, particularly those coming from overseas or from non-teaching backgrounds.

4. What the Ministry of Education should do to help schools overcome the barriers/challenges to Teacher Supply

- **Salary and Working Conditions:** Many responses highlight the need for better salaries, benefits, and working conditions to make the teaching profession more appealing and sustainable.
- **Recruitment and Incentives:** There's a strong push to improve recruitment strategies for both local and overseas teachers, including incentives for teachers who move to underserved or rural areas, and faster processing for overseas qualifications.
- **Teacher Training and Support:** Suggestions include increasing the number of teacher training programmes, improving the accessibility and attractiveness of teacher education, and supporting ongoing professional development and in-house training.
- **Regulatory and Administrative Challenges:** Respondents express frustration with complex regulatory processes, suggesting reforms to streamline registration, immigration, and qualification recognition for teachers.
- **Funding and Resources:** There is a call for greater funding and resources, including support for low-decile schools, additional staffing, and improved infrastructure to address teacher shortages and enhance job satisfaction.
- **Career Attraction and Retention:** Strategies to make teaching a more attractive career choice include advertising the profession positively, offering bonding schemes, and providing financial incentives to retain teachers.
- **Addressing Rural and Remote Challenges:** Specific issues related to rural and remote schools, such as housing shortages and high property prices, are frequently mentioned, with calls for targeted support and incentives.

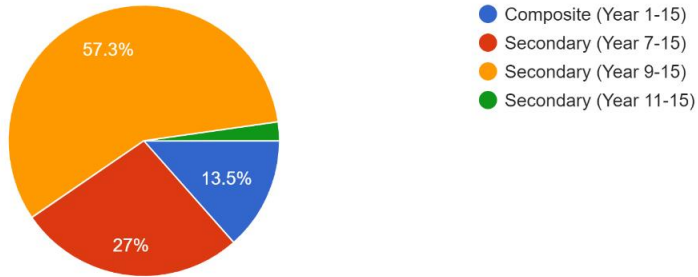
5. What the Government should do to help schools overcome the barriers/challenges to Teacher Supply

- **Salary and Working Conditions:** Raise teacher salaries and improve working conditions to make the profession more appealing and reduce stress-induced leave.
- **Long-Term Strategies and Support:** Implement long-term strategies to address teacher shortages, support teacher training and retention, and offer incentives for rural and isolated schools.
- **Immigration and Recruitment:** Accelerate the immigration process for international teachers and offer financial incentives to attract and retain them.
- **Teacher Training and Pathways:** Develop longer, entry-level training programmes for career changers, and increase on-the-job training and mentorship opportunities within schools.
- **Public Perception and Professional Support:** Enhance the public perception of teaching, support for teachers, and streamline bureaucratic processes to better value and retain educators.
- **Funding and Resources:** Increase funding for low-decile schools, provide better resources and support, and reduce barriers for overseas and returning teachers.
- **Educational Policy and System Improvement:** Address the complexities of the education system, reduce red tape, and create a more supportive and less politically-driven environment for teaching.

APPENDIX: SCHOOL CHARACTERISTICS

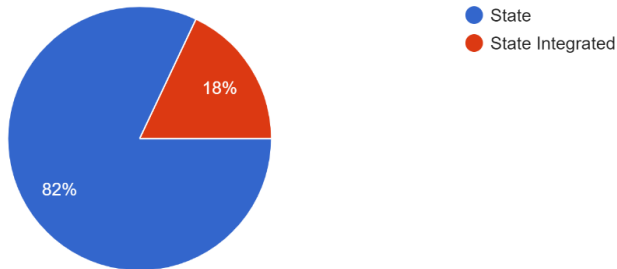
1. School Type

89 responses



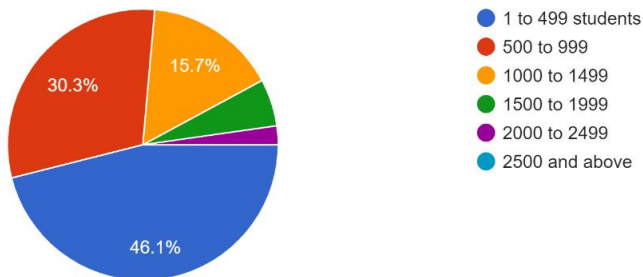
2. Authority

89 responses



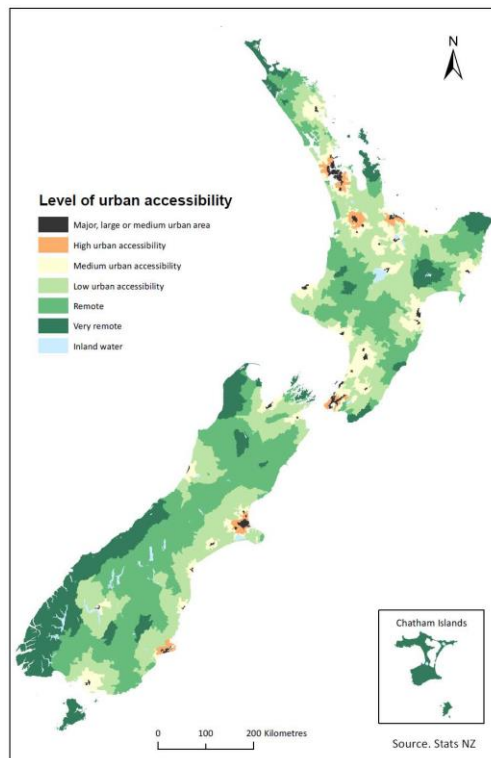
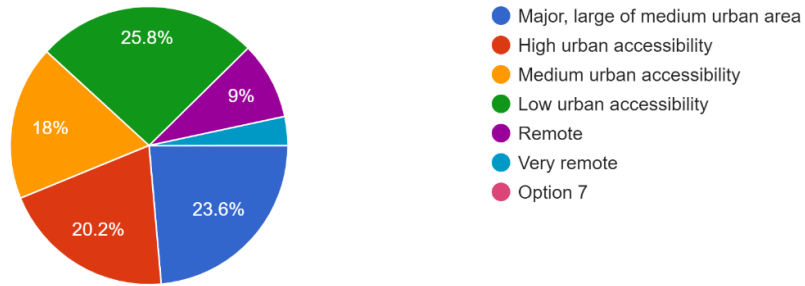
3. Roll size

89 responses



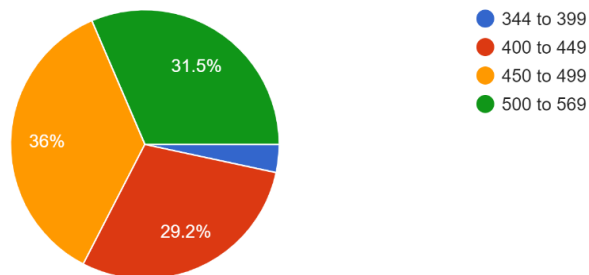
4. Location Use the map below to identify your school's level of urban accessibility.

89 responses



5. Equity Index (EQI) To find your school's EQI go to Pourato. Click on the "Funding" tab and then "Operational Funding". In the header row "Component" and the the following icon:

89 responses



6. Isolation Index To find your school's EQI go to Pourato. Click on the "Funding" tab and then "Operational Funding". In the header row "Component" and the the following icon:

89 responses

