

NZSPC

NEW ZEALAND SECONDARY PRINCIPALS' COUNCIL
OF THE POST PRIMARY TEACHERS' ASSOCIATION



SECONDARY PRINCIPALS' ASSOCIATION OF NEW ZEALAND INC.

SURVEY OF PRINCIPALS ON SECONDARY TEACHER SUPPLY

August 2017

A report from NZSPC/SPANZ

NZSPC/SPANZ survey of principals on secondary teacher supply 2017

The survey

The Secondary Principals Council (SPC) of PPTA and the Secondary Principals Association of New Zealand (SPANZ) surveyed secondary and composite school principals about their current experience of secondary teacher supply.

The survey was an online questionnaire and this was open from 18 Aug 2017 to 28 Aug 2017.

This report summarises the responses to the survey.

Executive summary

This report finds a majority of principals across the country are finding the current secondary teacher supply situation somewhat or much worse than in 2015. This is most strongly felt in Auckland. Most principals are reporting that they already have problems in their schools created by teacher shortages and a majority expect the staffing problems to get worse. Again, a higher percentage of those in Auckland have these problems and expectations.

Principals are most concerned about the sciences, maths, technology subjects, Te reo Maori, digital technology and English, but a broad range of subjects are identified as causing concerns.

About one fifth of schools nationally and a third of schools in Auckland have stopped re-advertising vacancies they have been unable to fill.

A majority of principals are concerned about the reliever pool and a third are concerned about recruitment of middle leaders and pending retirement of teaching and leadership staff.

A quarter of schools nationally, and 16% of schools in Auckland are currently indicating they are satisfactorily staffed, but 80% have had to make compromise appointments or have vacancies they have not been able to fill.

Many schools are offering additional inducements to try to fill staffing vacancies but are still having to make compromises to the courses or classes they are offering students or in the appointment or allocation of staffing this year.

Principals give as the four top priorities for addressing the supply problems: an increase in teacher and middle leadership remuneration, and a decrease in teacher and middle leadership workloads.

Replies

Replies were received from principals representing the following schools:

| | |
|------------------------------|-----|
| All schools | 219 |
| • Auckland schools | 45 |
| • Rest of the Country (RotC) | 168 |
| • Did not indicate (DNI) | 6 |
| All secondary schools | 180 |
| • Auckland schools: | 41 |
| • RotC | 135 |
| • DNI | 4 |
| All composite | 39 |
| • Auckland schools | 4 |
| • RotC | 33 |
| • DNI | 2 |

Questions and responses

1 How does the overall teacher supply situation for your school compare to that of 2015?

Seven percent of principals felt the situation was better, compared to 55% who felt it had got worse.

| Response | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|----------------------|--------------------|------------------------|-------------------------|
| Much better | 1 | 0 | 1 |
| Somewhat better | 6 | 7 | 7 |
| Very similar | 34 | 13 | 39 |
| Somewhat worse | 33 | 31 | 34 |
| Much worse | 22 | 49 | 14 |
| Uncertain/don't know | 4 | 0 | 5 |
| Did not indicate | 1 | 0 | 1 |

2 Looking ahead to appointing staff for 2018 what do you expect to happen to your teacher recruitment and retention situation?

A majority of principals expect the supply situation to get worse for next year.

| Response | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|-------------------------------------|----------------------------|--------------------------------|---------------------------------|
| To get easier | 1 | 0 | 1 |
| To be largely the same as this year | 34 | 9 | 41 |
| To get harder | 58 | 84 | 52 |
| Not sure/don't know | 5 | 4 | 5 |
| DNI | 2 | 2 | 1 |

3 How would you best describe the general situation with regards to supply of teachers for your school this term at present?

62% of principals have problems related to teacher supply currently.

| | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|--|----------------------------|--------------------------------|---------------------------------|
| No real problems in any areas | 6 | 4 | 7 |
| Mostly fine, but some worries | 26 | 20 | 27 |
| Problems in some areas | 34 | 20 | 39 |
| Problems across a range of areas or significant problems in some areas | 23 | 31 | 21 |
| Significant problems in many areas | 9 | 24 | 5 |
| DNI | 1 | 0 | 1 |

4A Which of the following are areas of concern for your school currently?

Principals are identifying a range of subjects that are causing difficulty in recruitment, most frequently referencing sciences, maths, technologies, Te Reo Maori, digital technology and English.

| By subject | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|----------------------|--------------------|------------------------|-------------------------|
| Sciences | 62 | 69 | 61 |
| Maths | 59 | 64 | 58 |
| Technology | 43 | 51 | 42 |
| Te Reo Māori | 33 | 33 | 32 |
| Digital technology | 28 | 40 | 24 |
| English | 17 | 31 | 14 |
| Business | 11 | 13 | 10 |
| Languages | 8 | 11 | 8 |
| Humanities | 6 | 9 | 5 |
| Arts | 4 | 7 | 4 |
| Health and PE/Sports | 3 | 2 | 4 |
| Other concerns | 16 | 16 | 17 |

Other subjects mentioned were: Special Needs/learning support specialists, Agriculture, Chemistry, Performing arts, Physics.

Examples of comments

- *A dearth of capability to take on a role such as leading and supporting learning with digital technologies; lack of applicants for taking on responsibility such as Assistant HOLA Maths; Kahui Ako roles will further deplete the trickle of suitable applicants for roles within the school.*
- *Overall our school manages to appoint good teachers, but the number and quality of applicants can be very thin/poor in technology, maths and sciences. Specialist areas like languages and digital technology seems to fluctuate - i.e. lucky some years with a few good ones and drought the next. EDUCANZ registration requirements have and will continue to mean we lose the "career" Day Relief teachers as they won't pay to do the ten week courses. This is increasingly becoming a major issue.*
- *The graduates ... employed recently are fine if they go into a large department but lack the skills to come into a sole charge role which happens in small town schools and colleges. The lack of time spent on the specialist subjects at training college is a major concern as the graduates in general do not have the subject knowledge required.*
- *... the two most recent serious challenges were Physics and Te Reo Maori. We have some teachers taking part time roles who are experienced and have subject expertise, but are not necessarily suited long term to the pedagogy we want with BYOD etc. The backfill for COL roles has meant we needed to move on this despite concerns.*

4B Which of the following are areas of concern for your school currently?

Most principals are expressing concerns about the availability of relief teachers and about a third are worried about recruitment of middle leaders and about the pending retirement of teachers.

| By type of teacher | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|---------------------|--------------------|------------------------|-------------------------|
| Day relievers | 56 | 60 | 55 |
| Pending retirements | 31 | 47 | 28 |
| Middle leadership | 31 | 36 | 29 |
| New teachers | 19 | 22 | 19 |

Other types of teachers mentioned in comments:

- Relievers (6)
- Senior leadership (3)
- Primary (3)
- Middle managers/leadership (1)
- Young teachers (1)

Examples of comments

- *Relievers are a major concern. The certification process is very difficult and for those experienced teachers who just want to relieve it shouldn't be so hard. they should have a more simple and straight forward re-certification process that enables them to just relieve.*
- *Skilled Junior teachers who are currently working in NZ and know the NZC*
- *I don't generate enough staff so I require staff who can teach multiple subjects and they can't. As well as that the workload is significant for each subject so staff struggle. Getting staff to relocate to our remote location is challenging - at times impossible.*
- *We have very few applicants and their knowledge of curriculum tends to be very poor. This leads to difficulties with student achievement and a burden on the SLT to support teachers to improve their practice to an appropriate level*
- *Invariably it is the quality of relievers that is often the issue.*

5 Do you currently have positions that you have advertised and been unable to fill (other than by short or long term relievers) due to lack of suitable applicants?

Two thirds of principals have had problems with filling advertised positions, and 15% have stopped advertising vacancies they have not been able to fill.

| Response | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|--|----------------------------|--------------------------------|---------------------------------|
| No unfilled positions - all satisfactorily filled | 26 | 16 | 29 |
| No unfilled positions, but the way we have had to fill recent vacancies has left us with unmet needs | 23 | 20 | 24 |
| Yes - but we have stopped advertising them | 21 | 31 | 18 |
| Yes -and we are continuing to advertise them | 15 | 22 | 14 |
| Other | 8 | 4 | 8 |
| Previously indicated no problems | 6 | 4 | 7 |

Comments

- *Have continued to advertise one position but have stopped advertising another and made stop gap arrangements.*
- *Currently have 3 middle management positions being advertised due to retirement*
- *Currently have a position advertised - applications very slow coming in.*
- *I filled a vacancy for Curriculum Leader with an untrained teacher but luckily had two experienced teachers. I will re-advertise in the next month.*
- *I had to go to the UK for a Physics teacher. Maths is looking grim*
- *I have twice had to pay an employment agency this year to get Sciences teachers and they are only for short terms*
- *Includes Itinerant Teacher of Music. Have had to use a local muso and get a LAT for her. Will re-advertise for 2018*
- *Maternity leave position advertised and due to close shortly but no suitable applicants so far*
- *Stopped advertising now and will try again soon for 2018*
- *We are currently advertising and have struggled in the past to have suitable candidates.*
- *We are currently staffed but several appointments have been of low quality.*
- *While we finally have a full complement of staff we went 2.5 terms in 2017 without science staff in positions.*

6 Have you made compromises to courses or classes or in the appointment or allocation of staffing this year because of difficulties finding suitable teachers?

80% of principals have had to make compromises this year to courses, classes or staffing quality because of teacher supply problems.

| Response | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|--|----------------------------|--------------------------------|---------------------------------|
| Teachers teaching outside their subject qualifications | 52 | 58 | 51 |
| Combined year level classes | 43 | 42 | 43 |
| Made suboptimal appointments to teaching positions | 38 | 51 | 35 |
| Had to make interim fixed term appointment to a permanent role | 33 | 36 | 32 |
| Classes delivered by Te Kura, VLN or other institutions | 22 | 9 | 26 |
| Not running some subjects/programmes previously offered | 21 | 20 | 22 |
| Reduced number of classes (ie run large class sizes) | 14 | 20 | 13 |
| Have not had to make any compromises | 14 | 11 | 14 |
| Made suboptimal appointments to middle leadership positions | 11 | 18 | 10 |
| Combined subject classes | 10 | 7 | 10 |
| Previously indicated no problems | 6 | 4 | 7 |
| Other | 6 | 7 | 5 |

Comments

- *Reducing options will be the next step for next year if we cannot get staff*
- *Pulled back from some courses when positions unfilled and advertised twice*
- *Have used specialists with a LAT to cover e.g. dance, music*
- *Limited authority to teach for untrained teacher*
- *One maths teacher appointed who could only work Tuesday-Thursday*
- *Re-arranged a teaching programme so that teacher who taught subject some years ago is teaching it again - have to up-skill. Use off site providers/ Virtual learning network etc.*
- *Using untrained teachers*

7 Have you offered any additional inducements to recruit this year as enticements get a teacher to accept a position?

A large minority of schools nationally, and a majority of Auckland schools have tried offering additional incentives to try to recruit secondary teachers this year.

| Response | All (%) (n=219) | All Auck (%) (n=45) | All RotC (%) (n=168) |
|--|----------------------------|--------------------------------|---------------------------------|
| No additional inducements offered | 56 | 47 | 59 |
| Additional salary units from your entitlement allocation | 17 | 22 | 15 |
| Board funded payments | 17 | 31 | 13 |
| Housing subsidy | 10 | 7 | 11 |

Other additional inducements identified were:

| Inducement offered | Number of references |
|--|----------------------|
| • School housing available | (5) |
| • HPSTA/HPASTA | (2) |
| • Cheap accommodation | (1) |
| • Lunch meals | (1) |
| • Made a fixed term position permanent | (1) |
| • Made position full time | (1) |
| • Rural lifestyle | (1) |

8 How important is it for recruiting and retaining quality teaching staff that the Ministry/Government do the following things?

Principals give greatest priority in addressing the supply problem to increasing the remuneration for classroom teacher and middle leaders and to reducing the workload of those two groups.

| Initiative | All (n=219) | All Auck (n=45) | All RotC (n=168) |
|--|------------------------|----------------------------|-----------------------------|
| Increase in middle leadership remuneration | 7.9 | 9.3 | 7.5 |
| Increase in teacher base scale remuneration | 7.4 | 9.5 | 6.8 |
| Decreasing middle leadership workload | 7.0 | 7.1 | 7.0 |
| Decreasing classroom teacher workload | 6.6 | 6.6 | 6.6 |
| In service (paid) initial teacher education programmes | 5.8 | 6.2 | 5.7 |
| Increased number/value of ITE scholarships | 5.4 | 6.0 | 5.2 |
| Accommodation support for areas with very high housing costs | 5.0 | 7.2 | 4.4 |

The table above records the weighted ranking for suggestions to improve the supply crisis. In this weighting: 0 = all agree not helpful, 10 = all agree it is urgently required.

| Other suggestions | References |
|--|------------|
| • Improved ITE | (7) |
| • Increased teacher pay rates | (6) |
| • Increased middle leadership pay rates | (6) |
| • Student bonding mechanism | (5) |
| • Reduce student loans | (3) |
| • Country service mechanism | (3) |
| • School housing/accommodation support | (3) |
| • More time for middle leadership duties | (2) |
| • Higher pay for subject shortage areas | (2) |
| • Single responses | (14) |

Comment

- *It is clear to me that staff are significantly under paid to the tune of 20% less than what they ought to be. We need to recruit young educators, an 18 year old police cadet begins on a rate comparable to a degree and diploma qualified teacher. Something is very wrong here. We are under promoting our profession. The rural Beginning Teacher allowance is great and should now be extended to staffing positions in rural areas according to isolation index. The hard to staff schools criteria do not address our issues.*

Final comments section of the report

- *A real challenge in specific curriculum areas*
- *Addressing the remuneration and time allowances for middle managers is the most crucial issue I believe.*
- *Bonding. i.e. pay off a significant amount of student loan for each year of service after achieving full registration. Increase salary for hard to staff secondary areas - physics, maths, chemistry, Digital technologies.*
- *Change the thinking; \$3 - 4 Billion HR investment needed and forget about the buildings; nice but every MP loves opening a new school. Both sides of political spectrum are devoid of new thinking when if we're serious about the child at the centre; we really need to explore who that teacher should be.*
- *Consider the Social and economic value of a high quality teaching force in the coming 15-20 years. Pay new graduates as much as they can earn in other professions OR more than they can earn, review conditions of work, support with policy around reducing inequality across the country and see what may come in terms of high quality workforce. 8 years away from NZ and the inequality gap is more apparent or simply just, 'more'. Absolutely the reason for the social, emotional and mental health issues in our community....time to stop picking around the edges and make some large scale, systemic change. A change of government or policy would be a good start.*

- *Critical to workload is the structure of NCEA. Assessment has become the sole focus which is killing the passion for learning for both staff and students. Teaching is not viewed as a viable career for our youngest and brightest and we are seeing staffing a real issue in the Sciences, Mathematics and Digital Technology areas. I don't believe we are viewed as Professionals any longer and we are undermined by the Ministry and the Teachers Council through a low trust high accountability model that has been established. As a first year Principal I am already questioning my career path and looking at different options as I am having to compromise my own values as an educator.*
- *Doing something to keep us in the profession, especially Principals would help*
- *For hard to staff schools or schools in Auckland add 20% to the base salary and to any management units.*
- *For subject areas such as hard materials technology perhaps we need an industry linked salary structure. How can we attract qualified educators if they can make twice as much in construction jobs etc.*
- *Get the right schools in the 'Hard to staff' category - we are not? [school]- Decile 1 always short of staff yet not in this category. Told (falsely) by MoE it is the Union who decide the schools.*
- *Give Principals more flexibility and more units (at higher value) to reward high performing staff*
- **Good quality teaching staff required that are willing to do the extra where positive professional relationships occur and where they have time to do everything properly without the pressures of targets and poorly behaved students. *NCEA needs a big revamp to reduce the moderation and low trust model for internals. The workload for this is driving teachers to the grave. NCEA is a great system but the moderation and the lack of great exemplars etc in many subject areas is poor. *Reduce the scales on the pay rates. Start at \$65000 and have 5 steps to \$90000. Each step has to have something to pass to go up the scale for eg have the new teacher spend two years and when they become registered go up to the next level. Like our students have something that the teachers can strive for through their career that is meaningful as they become professionally developed they get paid more. *Pay the teachers in training as they are getting their qualification to teach. TeachFirst does why are they not paying our young teachers to join the service. Apprentices get paid etc *There is NO clear career pathways for teachers. Many get stuck in schools and linger. Where is the investment in the staff. For example every 5 years a staff member should get a sabbatical to refresh themselves. Pay them 4/5 of their salary for 4 years and in the 5th year they get a year to refresh/upskill etc. Much of their own PLD can be completed in this year. Only way this will work is to have a great supply of good quality teachers to take up the slack.*
- *Hard to Staff. What is hard to staff? My school does not qualify, nor can anyone tell me what test is applied to formulate a decision. We are geographically isolated, average around 1 warm body per field, let's not get into how suitable the warm bodies tend to be, yet do not qualify. Equity. Justifiably there is a drive to achieve equitable outcomes for our tamariki. Interestingly, this drive has not been echoed in the obvious need to ensure that we consistent teaching quality between schools. Whether we like it or not there is a food chain as it relates to desirability of placements and those schools who are already struggling with equity continue to get the short end of the stick. This just ensures that the cycle continues rather than being disrupted. I have to say that I find it interesting that the survey asks specifically about subsidized housing in Auckland. Auckland Principals are concerned that their fields have dropped from 200 to 30. I'm not indicating that it is an issue, but I would still give my left hand to have 29/30 of those applicants. Just because the wheel that is the regions isn't squeaking as loudly as Auckland's wheel doesn't mean*

we don't have an issue.

- *Higher salaries are urgent Especially for middle management*
- *I am finding that covering study awards, sabbaticals, maternity leaves etc really hard. I have a maternity leave starting Wk 6 term 3 returning WK 8 T2 the following year. Really hard to cover, or a 32 week study award means to get a good teacher I will need to pick up the other 7 weeks to make it worthwhile for the replacement*
- *I am not sure salary is the real issue. It might be in getting them into the profession but my feeling is the leave the profession as there are too many social issues and outside requirements on their time other than the expected classroom expectation. Also constant changes to education mean constant reworking large amounts of their preparation, and assessments. I believe teaching could be much better supported with resources.*
- *I believe all salary scales should be stretched upward.*
- *I firmly believe that education is the most important aspect for NZ and our future but we don't have salaries that reflect either the importance of this or to attract people who may have considered education as a pathway but due to salary will not enter our profession. Frustrating!!*
- *Increase the range of the allowance values eg 1000, 2000, 3000, 4000, 5000*
- *Increase the rate of pay by \$3000 for every decile 4 and under. ie teachers in decile 4 get another \$3000, teachers in decile 3 get 2 x \$3000 - \$6000 etc. With the new formula this would need to be reconfigured.*
- *Increases in salary need to be supported by evidence of professional development*
- *Increasing teacher salaries makes the job more attractive to appoint and retain teachers. Increasing management units/allowances is critical as the current value provides little or no incentive for the additional responsibilities and workloads.*
- *It is critical that staffing is addressed otherwise student achievement will remain compromised*
- *It is time to address this remuneration and work load of teachers.....we are heading (or in the beginning of) for a supply crisis*
- *It's not just the remuneration, it's the working conditions, professional development options and especially the profession status. Perhaps medical scheme and better super scheme more important than a pay hike?*
- *It's all very well increasing the remuneration package BUT we need the best practitioners in those positions so there should be a requirement for teachers to maintain professional learning (as doctors for example) beyond what is provided at each school. As a principal I have invested in MYSELF to continue to learn and earn qualifications.....but there is no incentive for me to do that in terms of salary....that's all about number of years in the job, satisfactory performance and bums on seats. Currently, I am paying teachers at the top of the scale who haven't changed their practice for 30 years because the system at the moment is so unionised with low standards.....any standard that accepts 'satisfactory' as the benchmark is poor expectations. Anyone can manage that! Rant over.*
- *Much more urgency needed from the government. It was only a few months ago we were told from the minister that there wasn't a problem - schools just need to market themselves more. This sector is creaking badly from under-funding and it is putting a lot of strain on schools.*
- *My biggest problem areas have been English and Science - and I have no designated IT teacher. A big problem for me is only being able to offer Fixed-term positions when there is*

maternity leave, because the isolation factor makes it unlikely that someone will move into the area when they are not being offered permanent employment. This is my greatest challenge and frustration in recruitment. A solution to that problem would be really helpful.

- *My children are all earning more than me - and don't have to work anywhere near the hours. Teaching is so undervalued, but if we raise levels to where they should be, then competency issues need to be addressed more rigorously*
- *Need real understanding of how hard it is to attract and retain staff in isolated, rural locations.*
- *Our school is in dire need of much assistance to cope with undersupply of teachers fit for the huge needs range we have. The local roads have been closed 28 days this year. Potential staff are put off*
- *Pay rates have fallen behind. We are having to train good staff to teach in areas they are not familiar with. I am also concerned at a shortage of people wanting to apply for senior positions*
- *Please keep things simple and meaningful. It's as more about time than money, I suspect.*
- *Please pay teachers what they are worth. Digital teachers are lost to industry because the pay can't compete. Who teaches the next digital generation? Science, English and Physical Education teachers are equally important.*
- *Quality teacher supply is a significant issue in many areas of the country. Also of note is a respectable exit package to support pedagogical change.*
- *Reduce Teacher Training providers...some are just not good enough...offer more in school training opportunities to schools i.e. Teach First. Promote the profession to attract our top school leavers into seeing teaching as an attractive career!!*
- *Salaries for teachers are woeful. Workload is a serious issue. Teacher supply will cause a crisis within the next decade with retirements approaching.*
- *Smaller classes, the job is just getting too hard*
- *Something needs to be done urgently as impending retirement for a mass of teachers is on its way. Improve the value of teaching and teachers. Money AND time*
- *Staff wellbeing is critical - morale is low in some areas and conditions stressful. These need to be addressed.*
- *Staffing is a huge challenge for all schools, in particular rural NZ. Not really sure what the answer is - salary possibly, work conditions, work load, social issues, public perception, red tape. They are all factors.*
- *STEM graduates need targeting early.*
- *Studentships for university study fees did the trick in my day... do them again*
- *Suggestion: (1) properly funding ITE - Universities are not incentivised to take this seriously. (2) funding Uni's to re-open provincial training establishments as outposts (eg Southland) because that's the best way to recruit in hard-to-staff areas (3) scale up subject-specific scholarships for not only ITE costs but for under-graduate costs. (How I was attracted into teaching in the 70's!!) ie go back to the strategies that WORKED during previous eras of teacher shortages*
- *Teacher recruitment & retention is a serious issue, especially in certain subject areas; Mathematics, some Sciences, Technology & languages. Teacher salaries and conditions must reflect this to recruit and retain high quality staff.*
- *Teacher under supply is the direct result of poor management and planning. This needs a*

more consolidated approach from the Ministry of Education.

- *Teacher workload for the current remuneration is leading us to a crisis. Large numbers are moving to 0.8 to make the workload manageable as a well-being choice. They are getting less money but are here full time.*
- *The biggest issue going forward is going to be getting people to commit to middle management, curriculum team leaderships jobs, compounded by the teacher CoL roles which offer similar income with less responsibility*
- *The Finance Minister cited low to middle salaries in one interview that included teacher starting salaries. That's a problem. There need to be fewer steps, and a high starting level such as \$60,000 to send a clear signal of value and to make teachers' financial circumstances more viable. Beginning teachers see friends' salaries in other professions exceeding theirs in Year 2/3 by some way. Teaching is hard and those committing to it need to have a salary that says they are valued for their training and knowledge.*
- *The Government and Ministry need to understand the crisis is about to get worse - I have nearly half of my staff in their late 50s or early 60s*
- *The issue is not money, it's about workload and the status of the profession.*
- *The looming staffing crisis needs to be sorted by whatever incentives to get more teachers training in the right areas.*
- *The most urgent factor is to address the workload issue. Teachers need to have reduced contact hours of which the Govt must fund. Any negotiations for reduced workloads must be funded unlike what has happened in the past.*
- *The provinces are attracting applications from Auckland teachers looking for affordable housing*
- *The quality of teacher trainees is a key factor requiring focus. Also the urgent need for male teachers and staff who are skilled and willing to engage in Sports Coaching - who see the value of building relationships in such settings as crucial in enabling positive outcomes for all students - especially boys. .*
- *The salary scale needs to run longer. More units and more flexibility on how to use them*
- *The subjects that are getting harder to fill is broadening quickly. We all know about drastic shortages in Maths, Accounting, Physics, Wood/ Metal Technology... but it is now difficult to get a decent English teacher. With more looming maternity leave positions, retirements etc it is getting harder to appoint suitable teachers. Over supply of PE teachers is a disgrace- still get upwards of 30 applicants for one position. There are lots of teachers that MOE count as available teachers but I would not give them a permanent position, esp in Maths area.*
- *The time allocation needs addressing. More units available to schools to enable them to reward for key roles and functions but also very important to provide non-teaching time to enable the leaders and middle leaders to carry out their roles effectively. There is simply not the time available to carry out the roles with satisfaction. I am very concerned that the COL roles will attract key leaders out of their middle leadership roles, and there will be no one willing to take on those roles left vacant.*
- *There also needs to be a "complexity" component for principals in this mahi. Again I believe an additional \$10000 or so pa would be reasonable for a recognition of the complexity of running our schools. Ours is over 1000 students in total... And is complex (- and fun...) with 65 staff. Three pedagogues etc... Challenging stuff. I believe the category of composite schools does not provide sufficient distinction between "urban" composite schools and "rural/isolated" (area) schools and the nuances of area schools is*

overwhelmed and lost in the global category of "composite schools". Work around this distinction, not only in staffing but in operations funding is urgently needed and critical for the development and wellbeing of area schools. I also believe there needs to be a very strong development of non-contact time provision for our y1-6 colleagues, lifting this to three hours equivalent per week. This allows for some further "blending" of staffing across our Kura, professional release to work in collaboration with the y7-13 staff, and this is a critical component of area school professionalism, collegiality, curriculum development and pedagogy

- There are many teachers over 55 years plus, could there be more flexibility whereby they can work part-time. It would be great to offer all teachers, after every 5 years of good service, a two week paid break. Have a national honours board of teachers for those who have worked over 20 years say. Provide mandatory PLD at University whereby teachers have paid leave to attend the course(s) - these could be short courses or courses that build on from the last (sustained quality PLD). Offer school exchanges within Aotearoa -NZ- so educators experience teaching in diverse communities and have opportunities to become reinvigorated. Provide one educational expert/adviser in each school for say .2 - to support SLTs, mentor young teachers, facilitate PLD, become a critical/supportive colleague to the staff over and above their staffing entitlement.*
- There either needs to be more understanding with LATS otherwise students, in particular, senior students will suffer if we are unable to put in qualified-in-teacher-training people*
- There needs to be a major push to increase the package to retain teachers. A young man I wanted as a BT chemistry teacher was snapped up by an oil company for \$110K pa for a 40 hour week! All our young and capable in areas such as digital tech can earn far more outside of teaching.*
- These issues are now urgent and with an aging teaching population action must be taken. The Govt has known about these issues for a long time and done little, if anything to make a change other than to increase workload. CoL's do not make an appealing career path for secondary schools and present many more challenges for secondary schools to staff.*
- Too many differences between contracts. LAT salaries very low for Area School (and with limited teachers these people can be crucial) compared to secondary contract.*
- Trying to recruit for maths, science and technology is impossible. We have advertised regularly over the last 5 years with nothing other than unsuitable overseas based applicants, or nil applications. Most recently this year we advertised 2 permanent full time positions over several Gazette cycles for any of, or any combination of, Chemistry, Physics, Junior Science, Senior and Junior Mathematics. We were unable to recruit any applications other than 2 unsuitable overseas based applications from the Middle East.*
- We are in urgent need of action!*
- We are lucky being in a growth area out of Auckland. We have, this year, employed staff to teach in other schools via VC as we can recruit very good teachers and they cannot. There are some additional costs that we have met as a trial and we will review whether we do this again in 2018.*
- We face a crisis unless something is done soon*
- We have school houses. Do not allow them to be removed as they are essential in this hard to staff low decile school*
- We need to bond teachers through university and secure them in hard to staff areas - country service. We need to attract students from the area - like Police do - to return to the area they know, and want to be in for whanau reasons. Especially important in Northland. We need to stop training PE teachers! Start making Science, maths and technology*

attractive to young people - STEM can't get a hold of the future without teachers

- *We will struggle to get quality teachers if the pay rates are so low and the workload so high. NCEA workload is massive.*