

May 2018

Secondary School Staffing Survey Report 2018

This report summarises the 2018 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.

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1. Introduction

In term one 2018 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 162 secondary and composite schools. This represents 35% of schools that received the survey. The response rate for secondary schools was 39%, and 17% for composite schools. Schools which responded after 9 May are not included in this report, but will be included in updated 2018 figures in next year's report.

The data has been summarised in this report and individual schools are not identified. Results from the 2017 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 2018 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 a worsening of the secondary teacher supply situation.

Most of the measures in the report are the worst recorded by PPTA since the start of this series of reports in 1998.

- *More jobs were advertised and the mean number of applicants per position is declining.*
- *Principals are, in general, more pessimistic about recruiting and retaining teachers than they have ever been.*
- *There is continuing concern amongst employers about the retirement of teaching staff, which is the main reported reason for staffing loss.*
- *Schools are continuing to hire overseas teachers to fill vacancies, but the numbers are lower than 2017.*
- *The relief pool continues to decline, with 8% of schools indicating they have no relievers. The average number of relievers is the lowest recorded.*
- *There has been a jump in the number leaving our secondary teaching workforce to the highest level recorded in these surveys.*
- *More courses have been cancelled or transferred to alternative mechanisms because schools cannot find qualified specialist staff to take the classes. The level is the highest recorded.*
- *Maths, Science, Technology, English, Physics, Chemistry, Hard Materials, Te Reo Māori and a number of other subjects are mentioned by principals as problem areas for recruitment.*
- *More non-specialist teachers are covering classes and more subjects are being cancelled or transferred to distance options because principals cannot find trained and qualified staff than we have recorded before.*

Section summaries

Jobs

- The highest proportion of schools recorded in these surveys reported advertised vacancies in the 27 January to 15 March period this year and there was an increase in the average number of jobs advertised.
- Compared to 2017 a similar number of schools had unadvertised vacancies, mostly in Maths, Science, PE and Te Reo Māori.

Filling positions

- A similar proportion of schools with currently unfilled vacancies.
- A small increase in the proportion of schools which had been unable to fill permanent vacancies.
- Increased appointment of untrained/unqualified staff. 20% of untrained/unqualified teachers were appointed to permanent positions

Applications for jobs

- Average numbers of applicants across all positions is the lowest recorded in these surveys.
- Average number of New Zealand applicants per position declined for the sixth successive year.

- Classroom teaching positions attract about four applicants on average, the lowest recorded level.
- One in eight classroom positions advertised in the period had no applicants.
- One in four classroom positions advertised had no NZ trained applicants.
- Middle leadership positions attracted four applicants on average, up slightly from 2017.
- One in seven middle leadership positions had no applicants
- One in six had no NZ-trained applicants

Suitability of applicants

- The average number of suitable applicants per position overall increased from 1.2 to 1.5 compared to 2017.
- About two thirds of New Zealand applicants and about one in eight overseas applicants were considered to be suitable for consideration.
- 30% of classroom positions had no suitable applicants.
- 37% of classroom positions had no suitable New Zealand applicant.
- One fifth of middle leadership position had no suitable applicants and one fifth had just one.
- One quarter of middle leadership positions had no suitable New Zealand applicants and a fifth had just one.

Appointment of overseas trained teachers

- Fewer schools appointed overseas trained teachers to permanent vacancies than in to 2017. The average number of appointments to permanent positions decreased, though slightly more appointments were made to fixed term positions.

Retention

- There were more resignations from teaching than in the previous year and the average loss per school (2.7) is at the highest level recorded in these surveys.
- Reasons for leaving were similar to 2017 with about 40% of teachers leaving secondary teaching for retirement.
- Many principals are referencing concerns about current and coming the retirement of staff.

Recruitment and retention experiences and expectations

- Principals are more negative about recruitment and retention of teachers than they have been since the end of the 1990s.

Day relief pool

- The average number of day relievers, at 7.1 per school, is the lowest recorded in these surveys, and the proportion of relievers schools would prefer not to use has again increased.

Curriculum delivery matter

- There is a further jump in teachers being used out of their specialist area because specialists could not be found. Over 40% of schools have had to do so this year, the highest recorded

since these surveys began. More 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, English and Science.
- 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, similar to last year which was the highest level of transfer/cancellation since 1998. The average number of classes affected is the highest recorded in this series of reports and more students were affected than in 2017. The most frequently affected classes were Te Reo Māori (20%), Japanese (7%) and Physics (7%).
- The most advertised subjects were: English, Maths, PE, Science and Technology.
- In their comments principals most frequently referred to Maths, Science, English and Technology, as hard to staff subjects but also mentioned were Te Reo Māori, Physics, Agriculture, Commerce, Design Technology, Hospitality, Japanese, middle and senior leadership positions and the difficulty finding relievers.

3. Recruitment

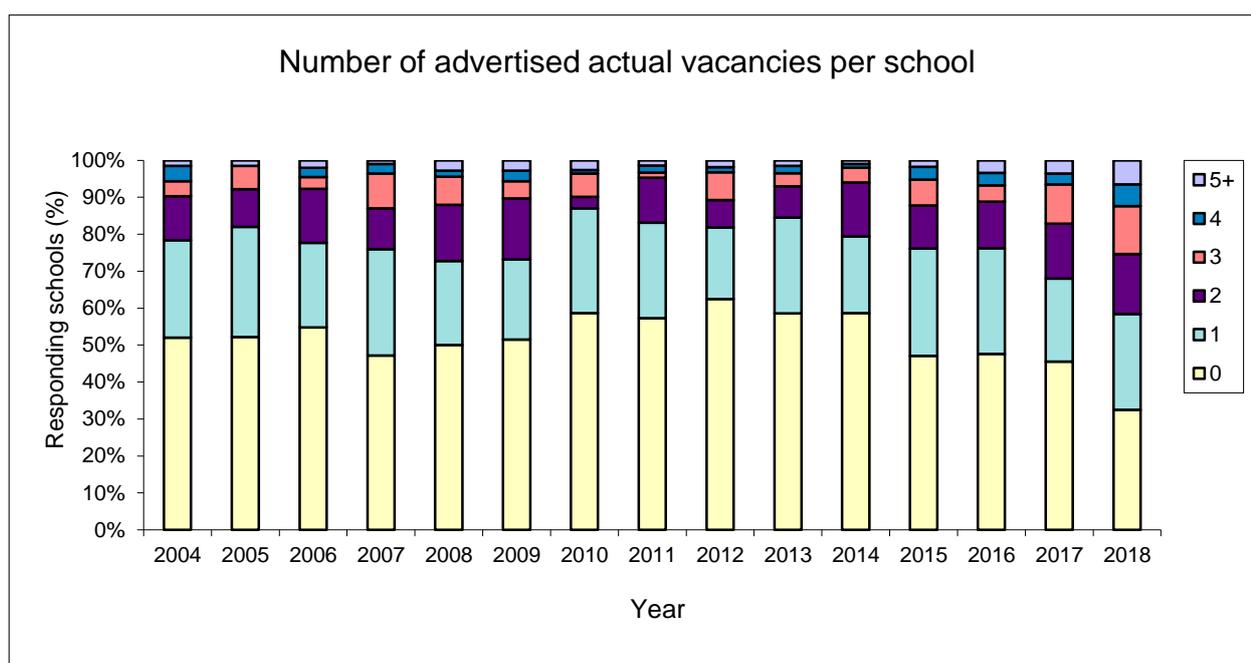
3.1 Advertised jobs

The highest proportion of schools recorded in these surveys reported advertised vacancies in the 27 January to 15 March period this year and there was an increase in the average number of jobs advertised.

- 68% of schools advertised secondary teaching positions in the first three gazettes of 2018 (54% in 2017).
- The schools identified 271 secondary actual vacancy positions, an average of 1.67 positions per school over all of the responding schools (1.15 in 2017) and 2.51 positions per advertising school (2.12 in 2017).
- 61% of positions advertised were permanent vacancies, 18% were relieving positions and 21% were fixed term, not relieving positions.

Distribution of actual vacancies advertised in responding schools

Vacancies	Schools (%)	
	2018	2017
0	32	46
1	27	23
2	17	15
3	12	10
4	6	3
5+	6	3

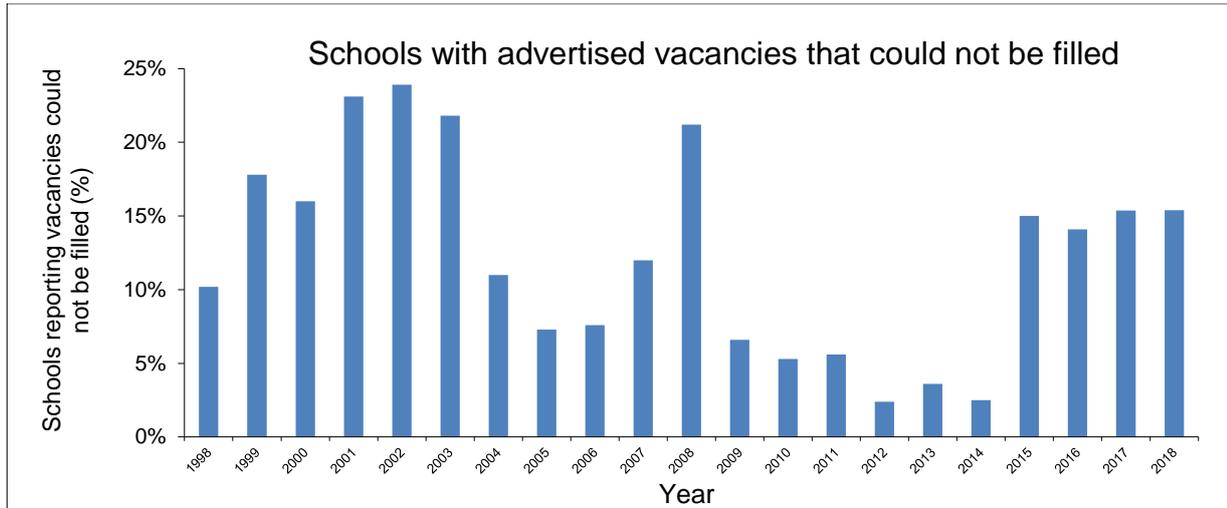


3.2 Outcome of advertising in January-March 2018

There were a similar proportion of schools with unfilled vacancies compared to 2017.

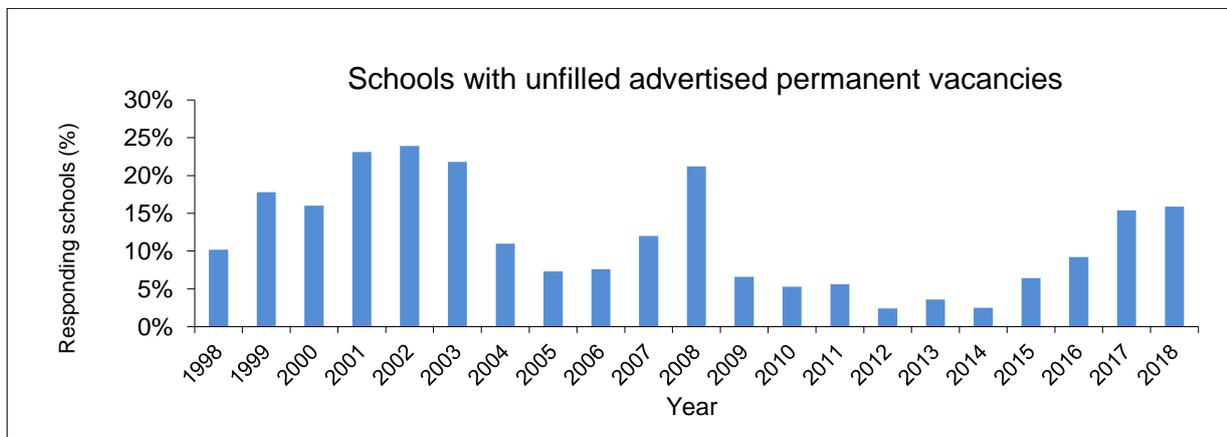
Of the 271 positions 37 were not closed and some did not have enough information to analyse. Of the remaining 189 positions:

- 15% of the schools had advertised vacancies they had not been able to fill, (16% in 2017).
- 18% of the vacancies could not be filled, compared to 23% in the previous year.
- 6% of the advertised positions had been filled by LATs in the period (3% in 2017)



Permanent positions with identified outcomes (112):

- 67% of permanent positions were filled by permanent external appointments;
- 33 of permanent positions were not filled by permanent external appointments.
 - 5% of permanent positions were filled by temporary teachers;
 - 7% of permanent positions were filled by LATs;
 - 4% were filled internally
 - 16% of permanent positions could not be filled because no-one could be found.



Fixed term positions (72):

- 74% were filled by temporary appointments.
- 3% were filled by LATs.
- 4% were filled internally
- 19% of the positions could not be filled.

Advertised positions which could not be filled

Position	Number which could not be filled
Technology hard materials	5
Te Reo Māori	4
Science	4
Maths	3
Maths (HoD)	1
Year 7 and 8	3
Biology	2
Food and Nutrition	2
Social science	1
Commerce	1
English	1
Drama	1
Deputy Principal	1
ESOL	1
Information Technology	1

Positions filled by LATs

Cross curricular	4
Drama	1
Guidance	1
Te Reo Māori	1
Music	1
Māori Bilingual	1
PE	1

3.3 Appointment of untrained/unqualified teachers

There is increased appointment of untrained and unqualified staff at the start of the school year because schools could not find trained and qualified teachers. These appointments to permanent positions have increased relative to 2017 but the appointments to fixed term positions have doubled, as have the proportion of schools making such appointments.

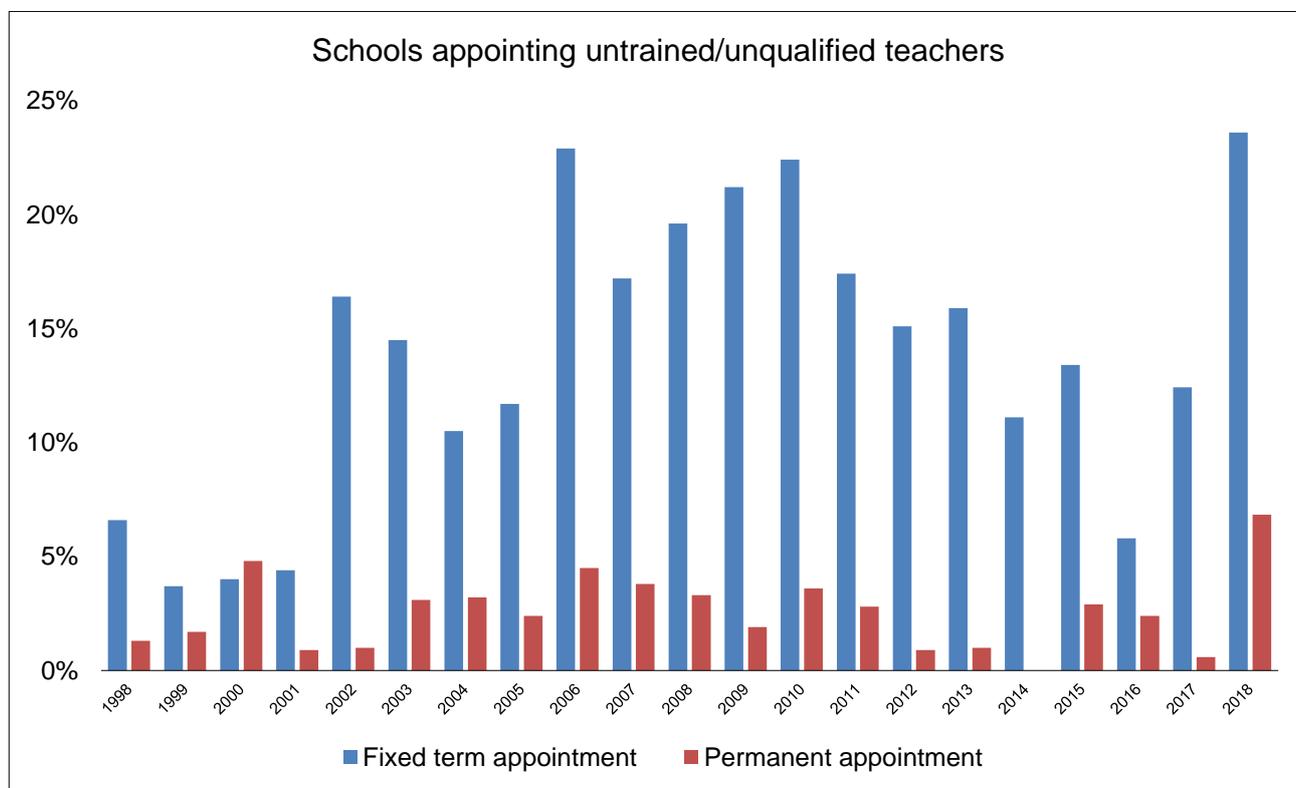
20% of untrained/unqualified teachers were appointed to permanent positions, 52% were appointed to relieving positions and 28% to non-relieving fixed term positions.

Permanent positions

YEAR	Proportion of schools	Mean appointments (All schools)	Mean appointments (Affected schools)	National projection
2018	7%	0.08	1.2	37
2017	1%	0.01	1.0	3

Fixed term positions

YEAR	Proportion of schools	Mean appointments (Affected schools)	Mean appointments (All school)	National projection
2018	23%	1.47	0.35	159
2017	13%	1.43	0.18	83



3.4 Secondary positions advertised by subject

The most advertised fields were: English, Sciences, Technology and Mathematics. The most advertised subjects were: English, Maths, PE, Science and Technology.

Subject*	Classroom	Leadership	All	2018	2017
English	28	2	30	14.5%	13.9%
ESOL	3	0	3		
Ag/hort	1	0	1	13.7%	19.4%
Biology	2	0	2		
Chemistry	5	0	5		
Physics	4	3	7		
Science	13	3	16		
Mathematics	24	5	29	12.8%	12.2%
Food Technology	9	0	9	12.3%	10.0%
Hard materials	6	0	6		
Technology	13	0	13		
PE/Health/EOTC	21	4	25	11.0%	6.7%
Student learning support/RTLB	0	6	6	5.7%	3.3%
Special Needs	2	5	7		
Dance/Drama	3	1	4	3.5%	3.9%
Music	3	1	4		
Languages	1	1	2	4.4%	2.8%
Te Reo	5	1	6		
Japanese	2	0	2		
History	0	0	0	4.0%	5.6%
Geography/tourism	3	1	4		
Social Science(s) or studies	4	1	5		
Arts	5	2	7	3.1%	1.7%
Design	1	0	1	2.6%	4.4%
Infotech	2	0	2		
Digital Technology/ICT	2	1	3		
Business/commerce/ economics etc	6	0	6	2.6%	3.9%
Guidance	2	2	4	1.8%	3.3%
Careers	1	1	2	0.9%	3.9%
Māori immersion/bilingual	3	0	3	1.3%	0.0%
RE	0	0	0	0.0%	2.2%
Other/general/unidentified	9	4	13	5.7%	2.8%

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

3.5 Hard to staff subjects

In their comments principals most frequently referred to Maths, Science, English and Technology, as hard to staff subjects. Also mentioned as hard to staff were: Te Reo Māori and Physics, Agriculture, Commerce, Design Technology, Hospitality, Japanese, middle management and senior leadership positions.

The difficulty finding relievers was also referred to by principals.

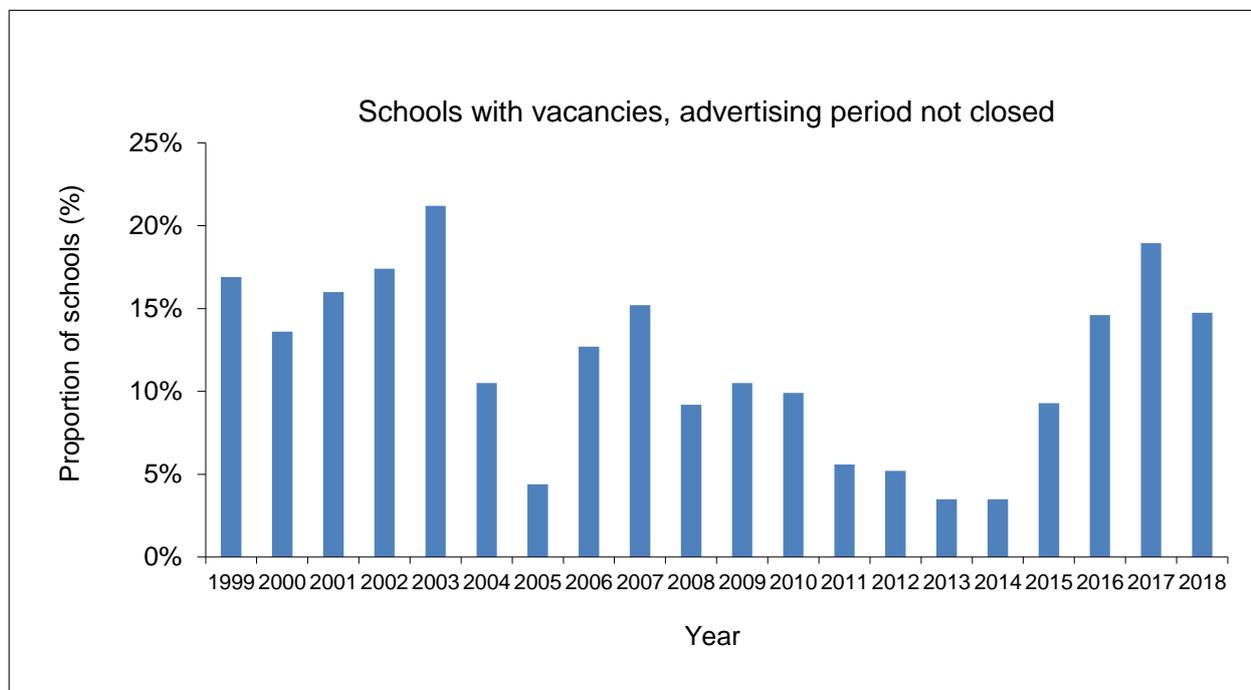
3.6 Other vacancies

Fewer schools had vacancies for which the advertising period was not complete than in 2017 and the number of such vacancies per school was also lower.

There were a similar number of unadvertised vacancies at that time spread across a similar number of schools. The greatest numbers of those vacancies are in Maths, Science, PE and Te Reo Māori.

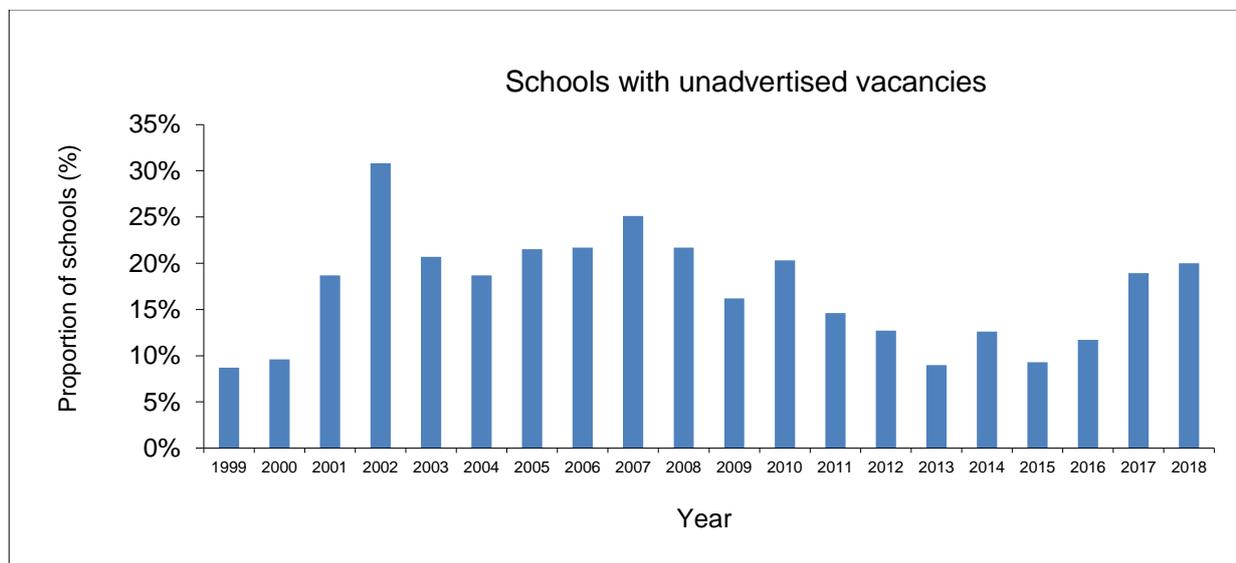
March Gazette - advertised vacancies, advertising period not closed

YEAR	Schools	Mean vacancy (All schools)
2018	15%	0.23
2017	18%	0.25



Unadvertised vacancies at 15 March

YEAR	Schools	Mean positions (All schools)	Mean vacancy (Schools with vacancies)	National projection
2018	20%	0.27	1.38	125
2017	19%	0.26	1.38	120



Identified unadvertised vacancies by subject

Subject	Vacancies (n)
Mathematics	11
Science	5
PE	4
Māori Bilingual	3
Te Reo Māori.	2
Technology - hard materials	2
Technology teacher	2
Home economics	2
Agriculture	1
Commerce	1
English	1
Gateway	1
Guidance Counsellor	1
Hospitality	1
IT	1
Learning support	1
Social Sciences	1
Special Needs	1
Senor Leadership	1

3.7 Applications for positions

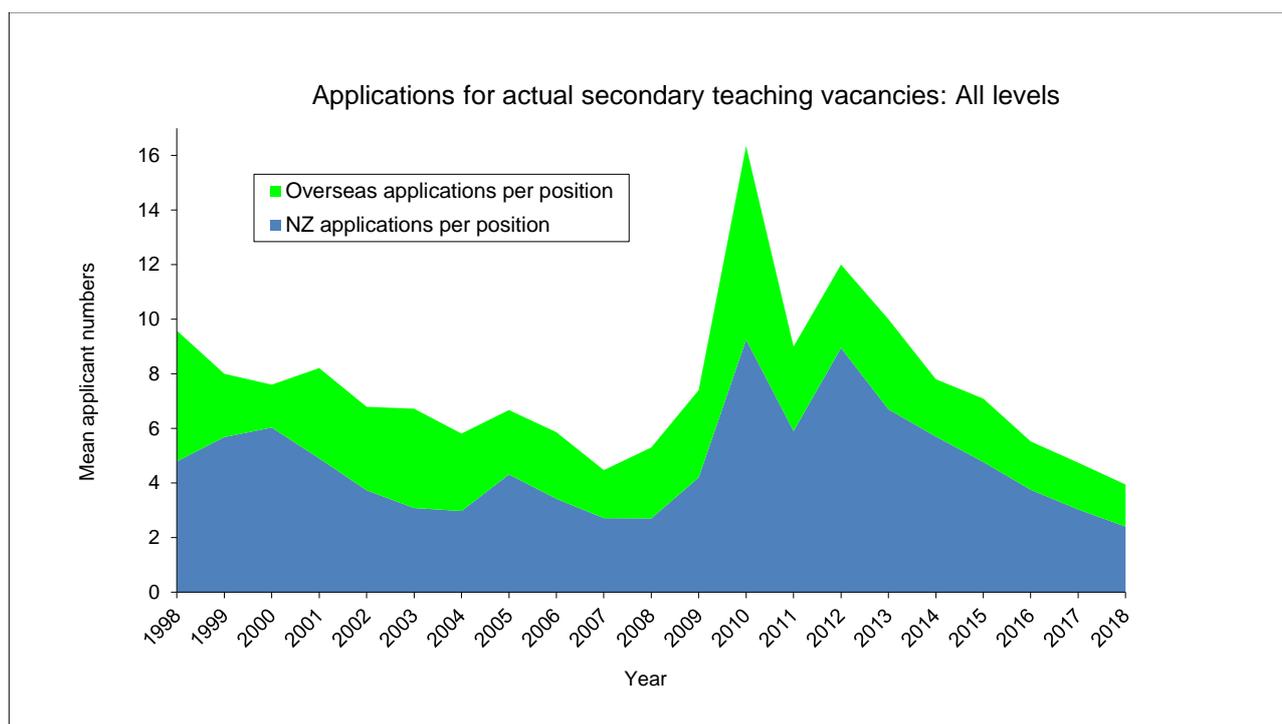
All positions

The average numbers of applicants per position across all positions continues to decline. It is the lowest recorded in this series of surveys.

About two thirds of New Zealand applicants and about one in eight 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
2018	3.9	2.4	1.5	62%	38%
2017	4.5	3.0	1.6	66%	35%



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.

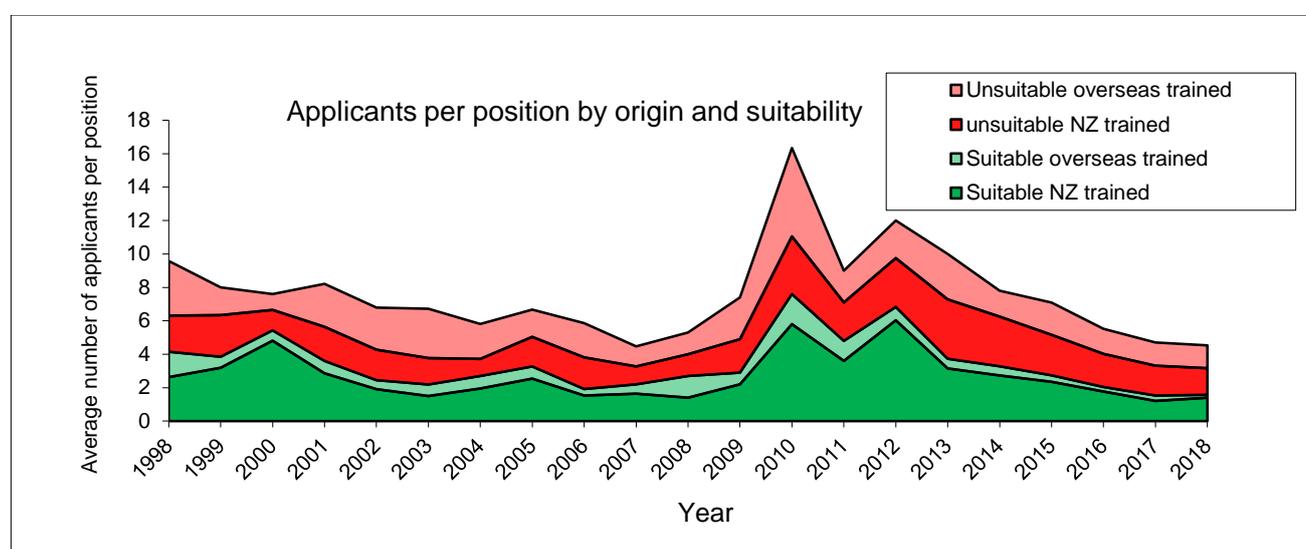
Base scale and unit holder positions	Evidence of teaching competence
	Recognised secondary teacher training
	Relevant tertiary subject qualification(s)
	Appropriate communication skills
	Appropriate interpersonal skills
Unit holder positions only	Appropriate experience relevant to position
Any position	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
2018	3.9	1.5	0.2	2.4	1.5	63%	12%
2017	4.5	1.7	0.3	3.0	1.2	40%	19%

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
2018	2.4	0.3	0.2	2.1	1.3	51%	65%
2017	3.0	0.2	0.1	2.8	1.6	54%	53%



3.8 Classroom teacher positions

The average number of New Zealand applicants for classroom positions continued its decline and is at the lowest recorded record since 1998.

The proportion of classroom positions attracting five or more applicants continues to decline.

One in every eight of the identified classroom positions advertised had no applicants.

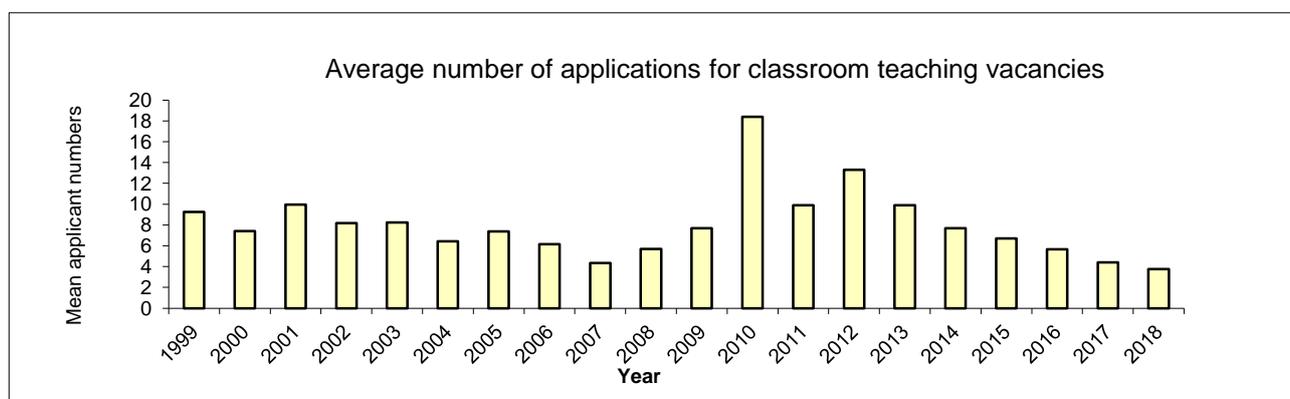
The proportion of advertised classroom positions attracting five or more NZ-trained applicants also continues to decline and the proportion of advertised classroom positions with no choice of NZ trained applicants continues to increase. On average a classroom-based job attracted about two NZ trained applicants but about one quarter of jobs had no NZ-trained applicants.

30% of classroom positions advertised had no suitable applicants at all and 37% had no suitable New Zealand applicant.

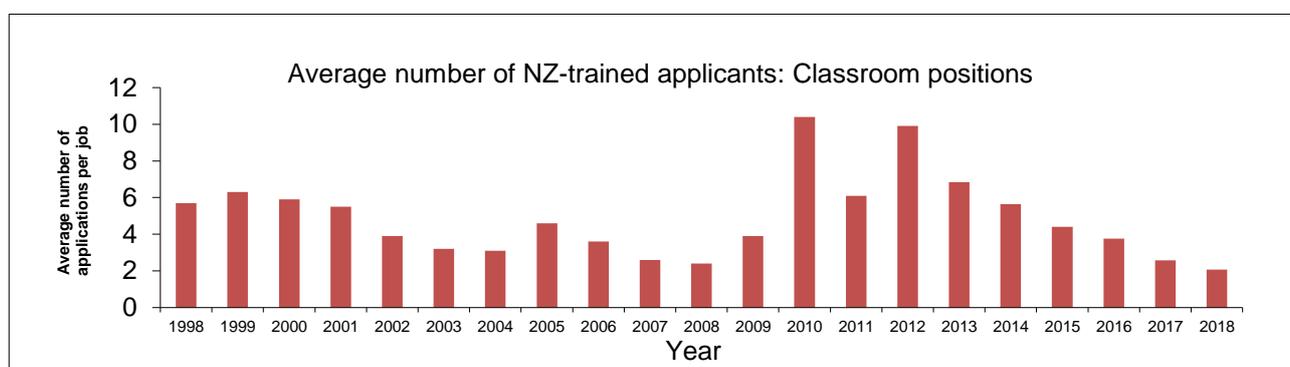
Applications for classroom positions

Year	All applications per job	All NZ-trained applications /job	O/S trained applications /job
2018	3.8	2.1	1.7
2017	4.1	2.5	1.6

All applicants for classroom teaching positions

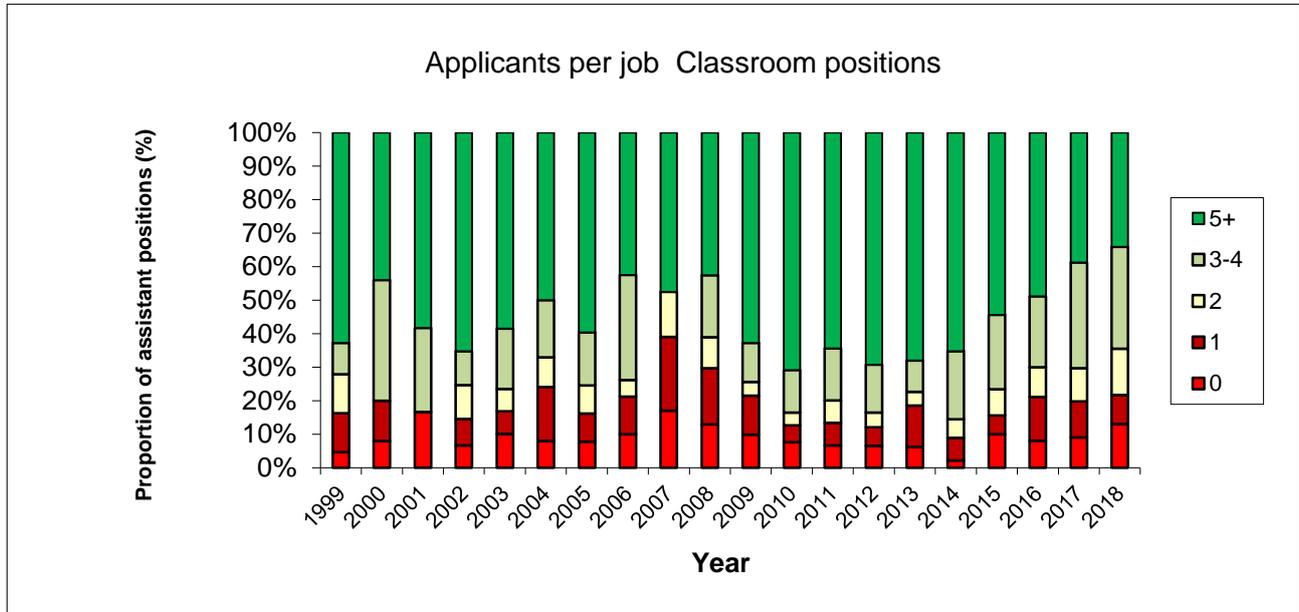


NZ-trained applicants for classroom teaching positions



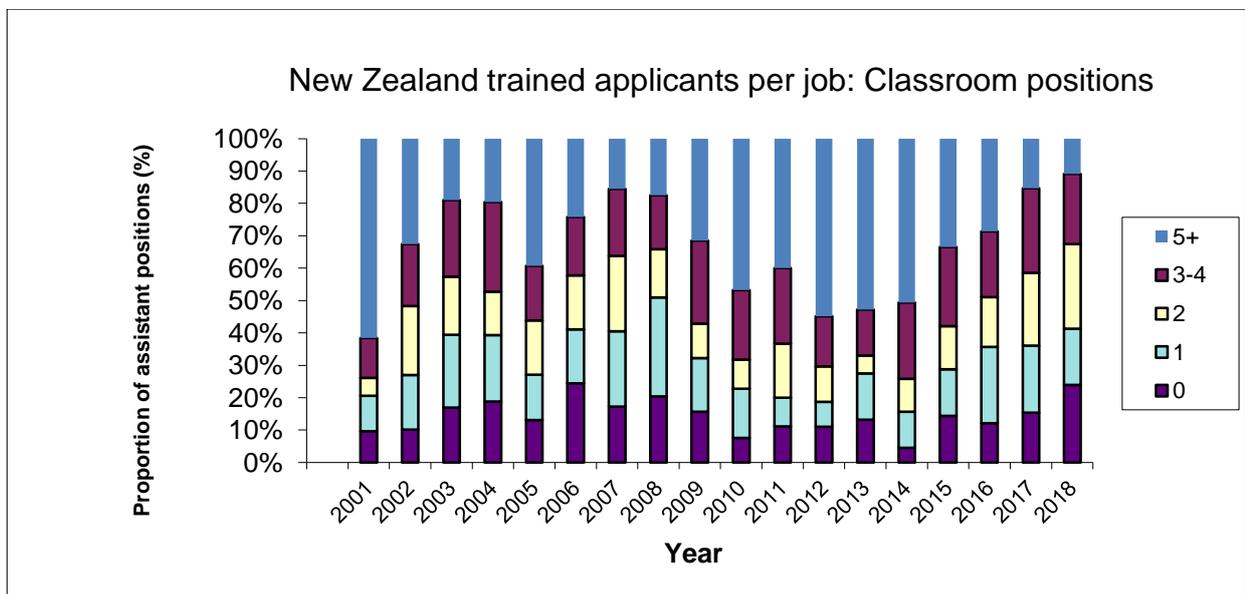
Distribution of applicants for classroom positions

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2018	12%	9%	15%	30%	34%
2017	9%	11%	10%	32%	39%



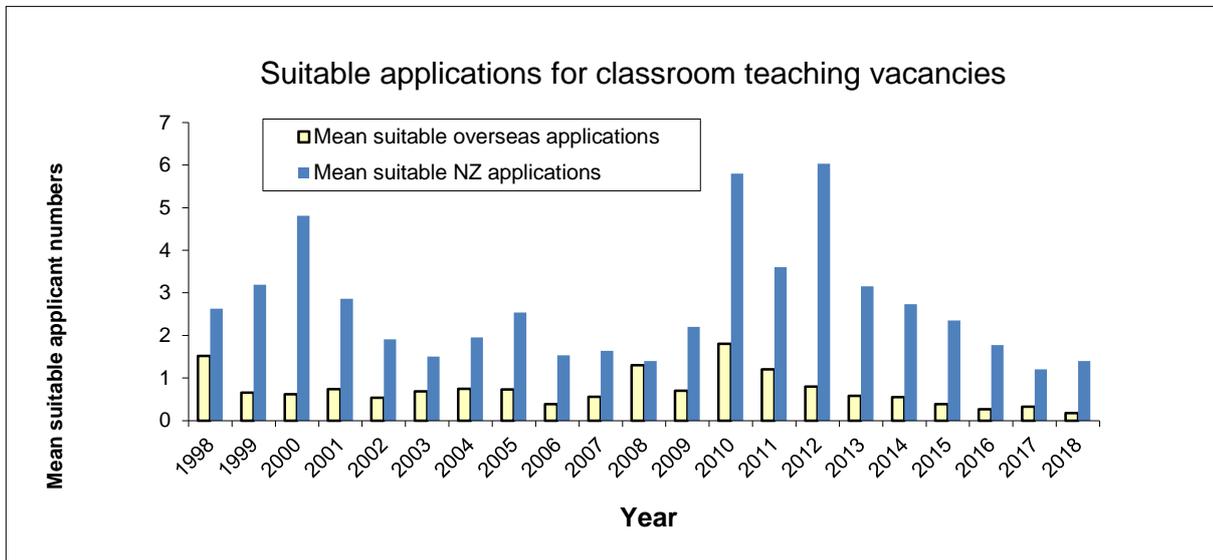
Distribution of NZ-trained applicants for classroom positions

NZ trained applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2018	23%	16%	27%	22%	12%
2017	15%	21%	23%	28%	13%



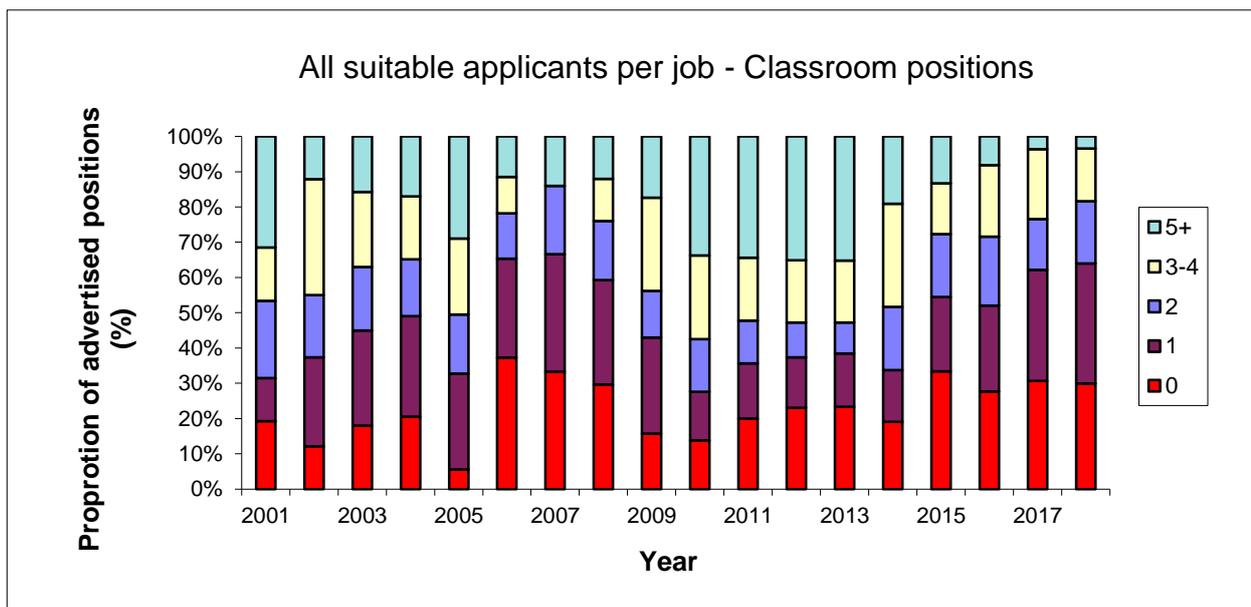
Suitable applicants for classroom teaching positions

Year	All suitable applications per job	Suitable NZ-trained applications /job	Suitable O/S trained applications /job
2018	1.6	1.4	0.2
2017	1.6	1.2	0.3



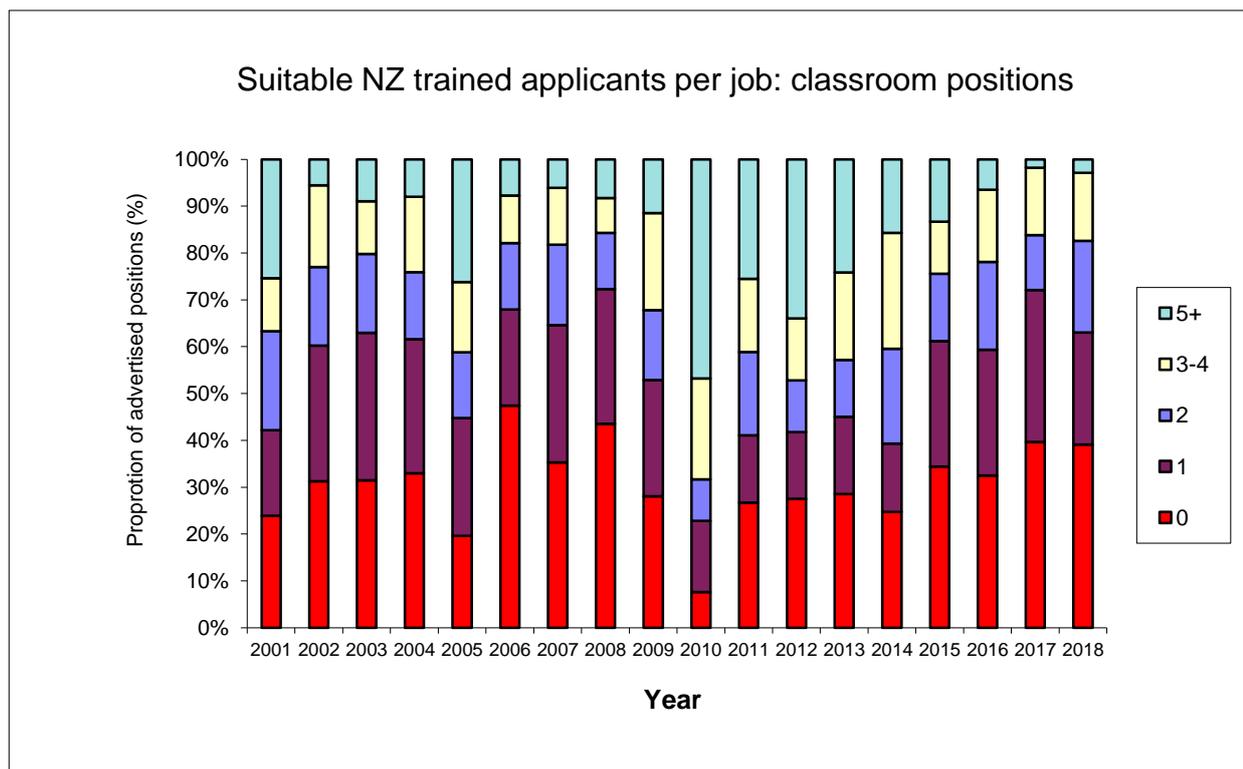
Distribution of suitable applicants for classroom positions

Suitable applicants for classroom positions:					
YEAR	0	1	2	3-4	5+
2018	30%	34%	18%	15%	3%
2017	31%	32%	14%	20%	4%



Classroom teaching positions – all suitable NZ-trained applicants

Suitable NZ-trained applicants per position					
YEAR	0	1	2	3-4	5+
2018	37%	27%	18%	14%	3%
2017	40%	32%	12%	14%	2%



3.9 Middle leadership positions²

Middle leadership positions attract about four applicants on average, similar to a classroom teaching position.

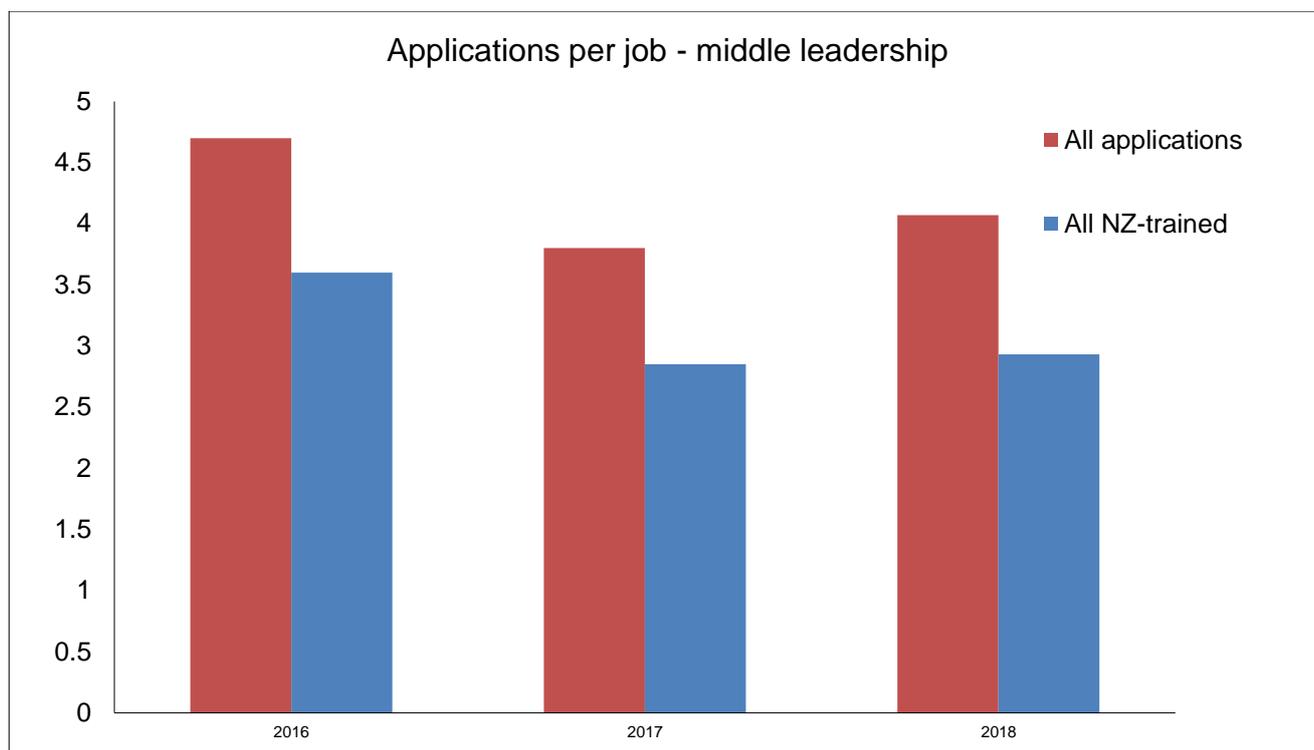
The average number of suitable applicants for middle leadership positions is up from 2017.

About one in seven middle leadership positions had no applicants and for one in six middle leadership positions had no NZ-trained applicants

One fifth of middle leadership position had no suitable applicants and another fifth 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
2018	4.0	2.9	1.8	1.1	0.3
2017	3.8	2.9	1.8	1.0	0.1

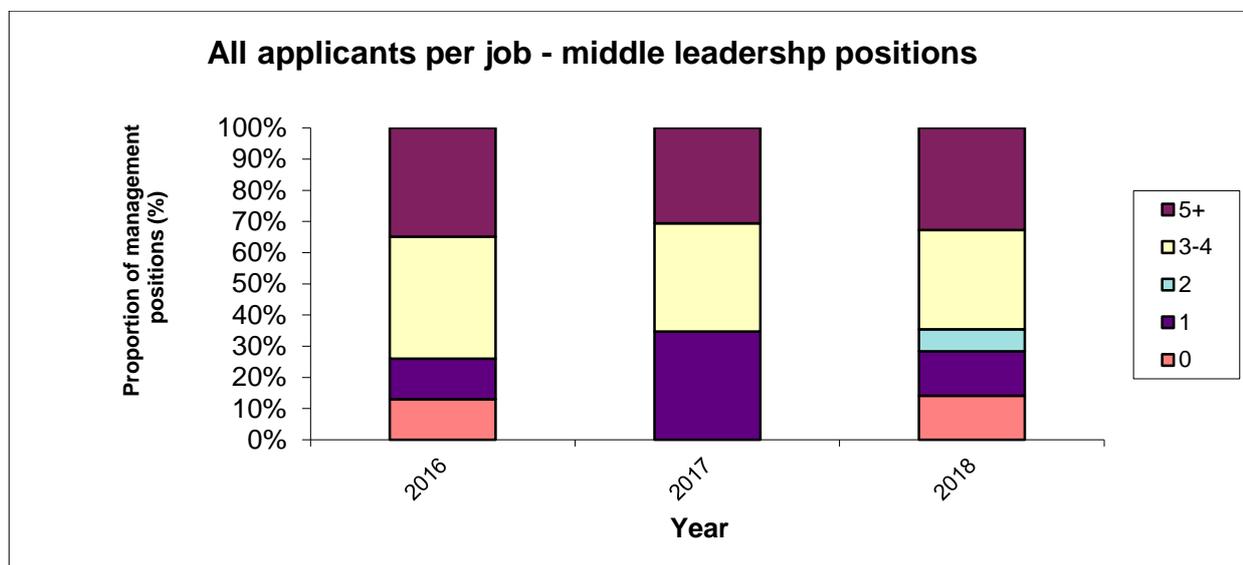


² From 2016 the middle leadership roles is reported on as a separate component of 'all leadership' positions.

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

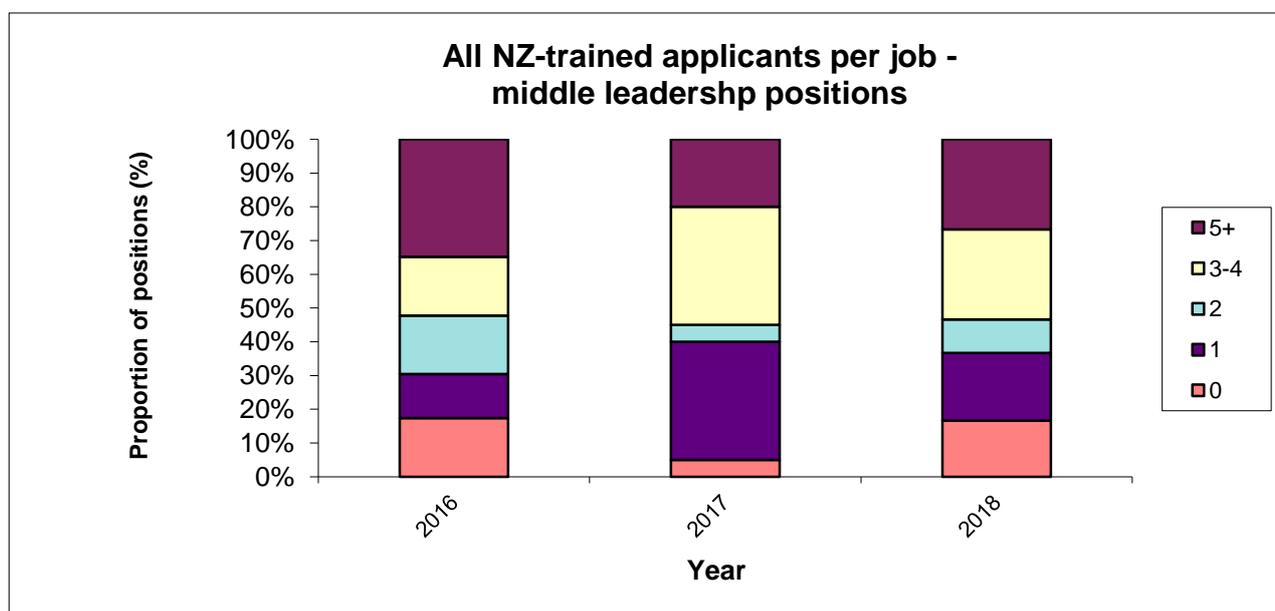
Distribution of applicants for middle leadership positions

Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2018	13%	13%	7%	30%	31%
2017	0%	35%	0%	35%	31%



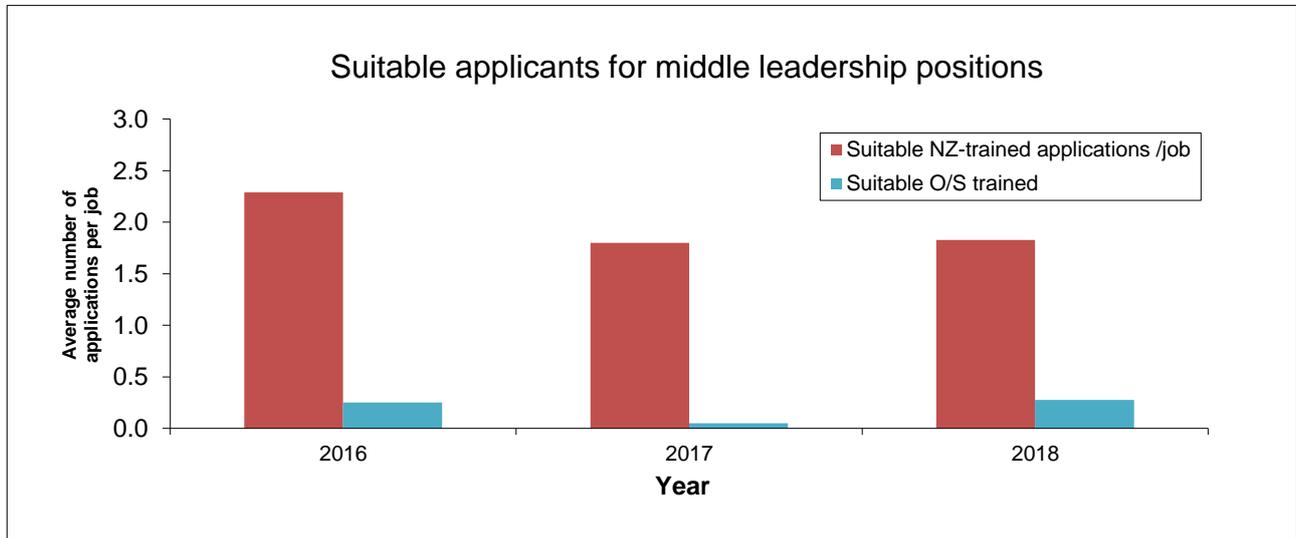
Distribution of NZ-trained applicants for middle leadership positions

NZ trained Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2018	17%	20%	10%	27%	27%
2017	5%	35%	5%	35%	20%



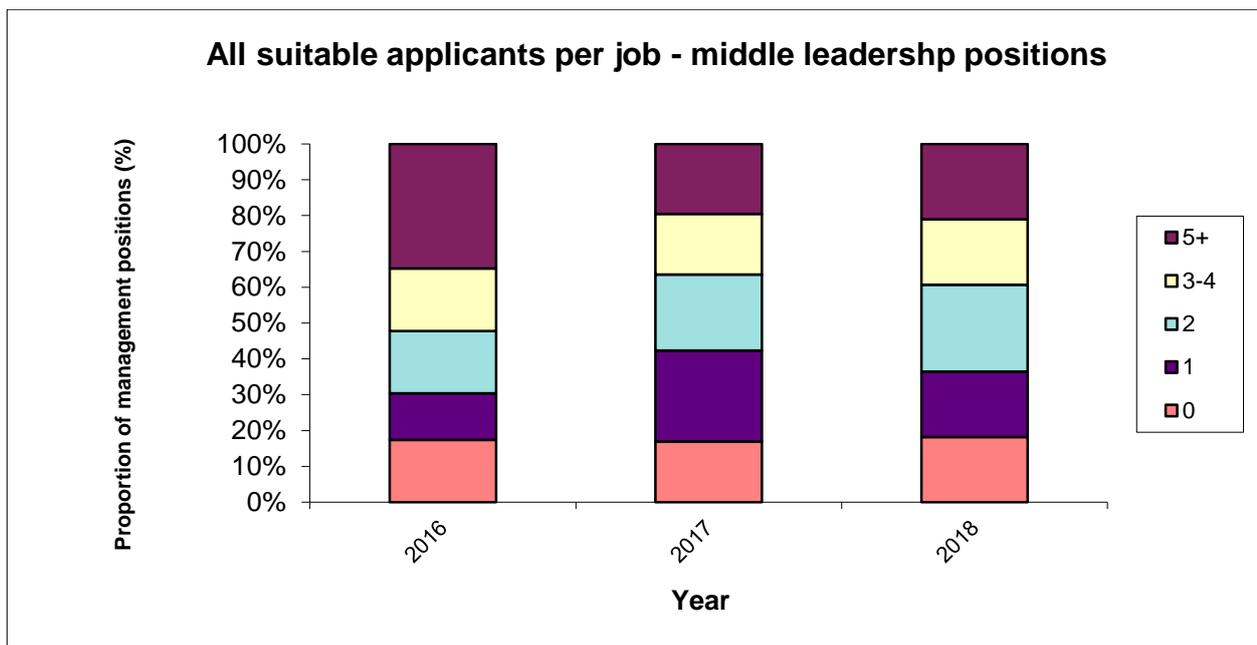
Suitable applicants for middle leadership positions

Suitable Applicants per position			
YEAR	NZ-trained	O/S trained	All
2018	1.8	0.3	2.1
2017	1.8	0.1	1.9



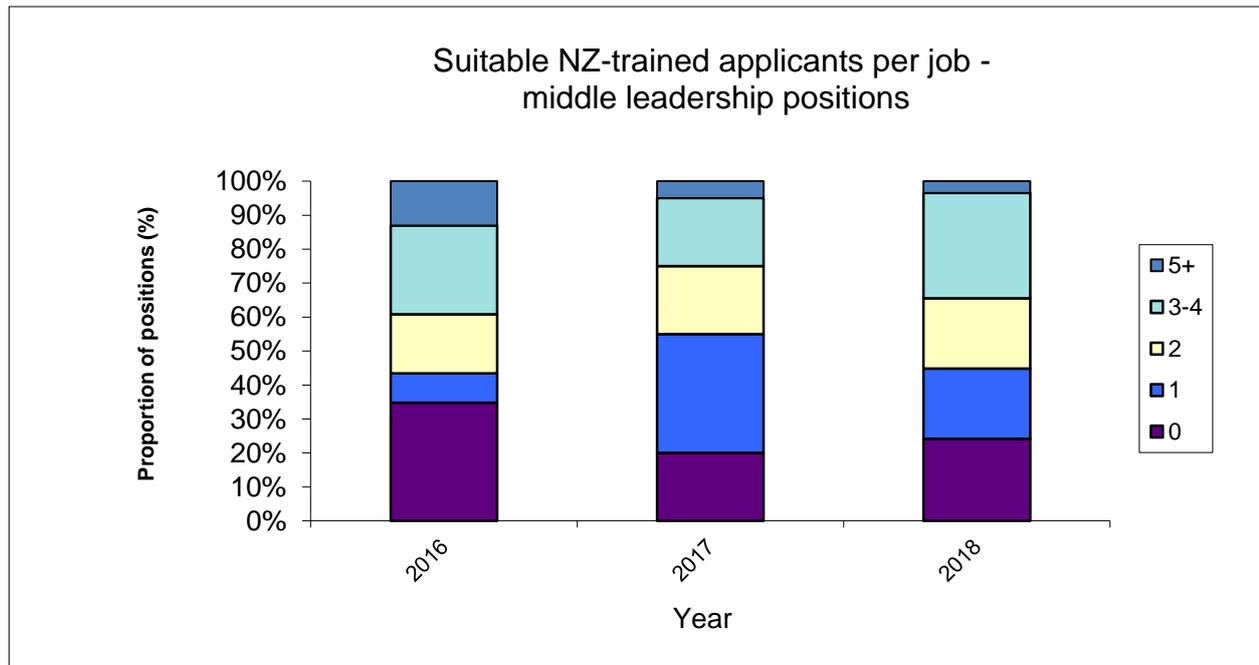
Distribution of suitable applicants for middle leadership positions

Suitable applicants per position					
YEAR	0	1	2	3-4	5+
2018	20%	20%	27%	20%	23%
2017	20%	30%	25%	20%	5%



Distribution of suitable NZ-trained applicants for middle leadership positions

Suitable New Zealand trained applicants per position					
YEAR	0	1	2	3-4	5+
2018	23%	23%	20%	30%	3%
2017	20%	35%	20%	20%	5%



3.10 All leadership positions

The average numbers of New Zealand applicants for all leadership positions was 4.5.

7% of leadership positions had no applicants and about one in five had no choice of applicant.

More than one in four leadership positions had either one or no NZ-trained applicant.

There were fewer suitable applicants per position than in 2017. One in seven leadership positions had no suitable applicants and a third had no more than one suitable New Zealand applicant.

Applications for all leadership⁴ positions

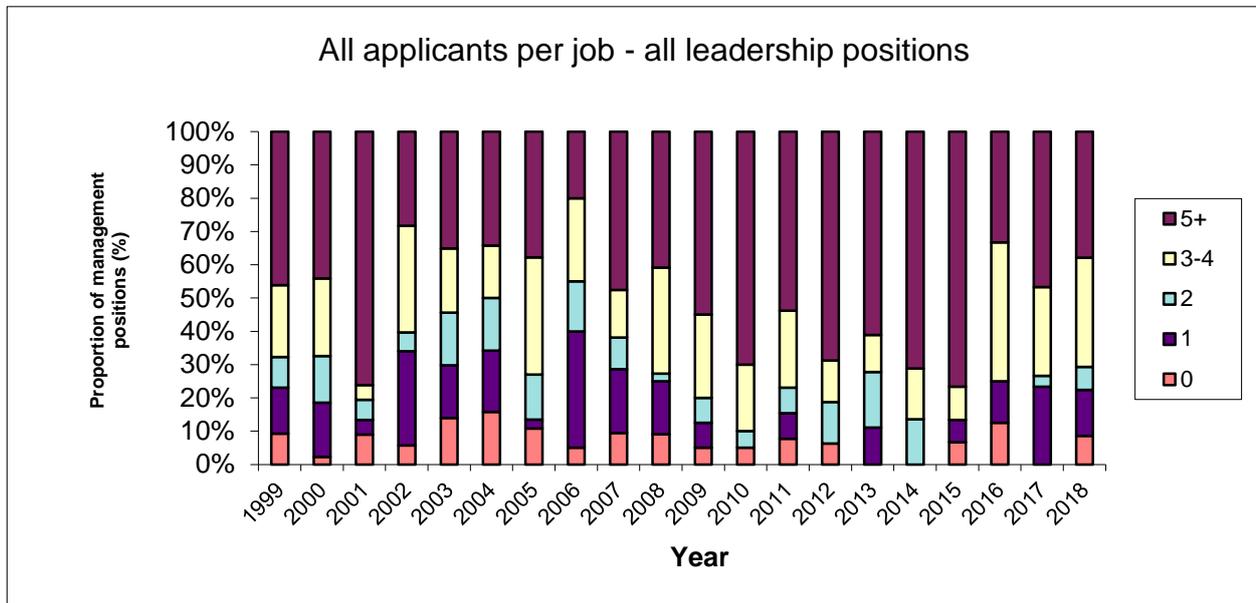
Year	All applications per job	All NZ-trained applications /job	O/S trained applications /job
2018	4.5	3.5	0.9
2017	8.2	7.8	3.4



⁴'All Leadership positions' indicates any positions holding one or more permanent units and principal positions. Thirty six 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+
2018	9%	14%	7%	33%	38%
2017	0%	22%	4%	22%	52%



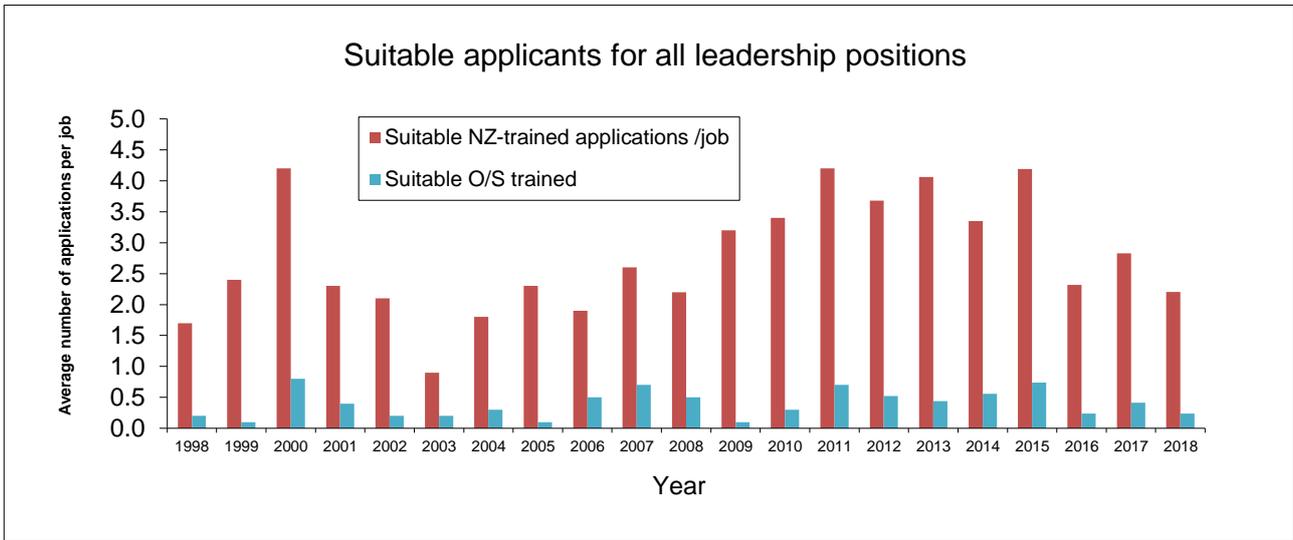
Distribution of NZ-trained applicants for all leadership positions

NZ trained Applicants per position (proportion of positions)					
YEAR	0	1	2	3-4	5+
2018	10%	21%	10%	28%	31%
2017	3%	23%	7%	30%	37%



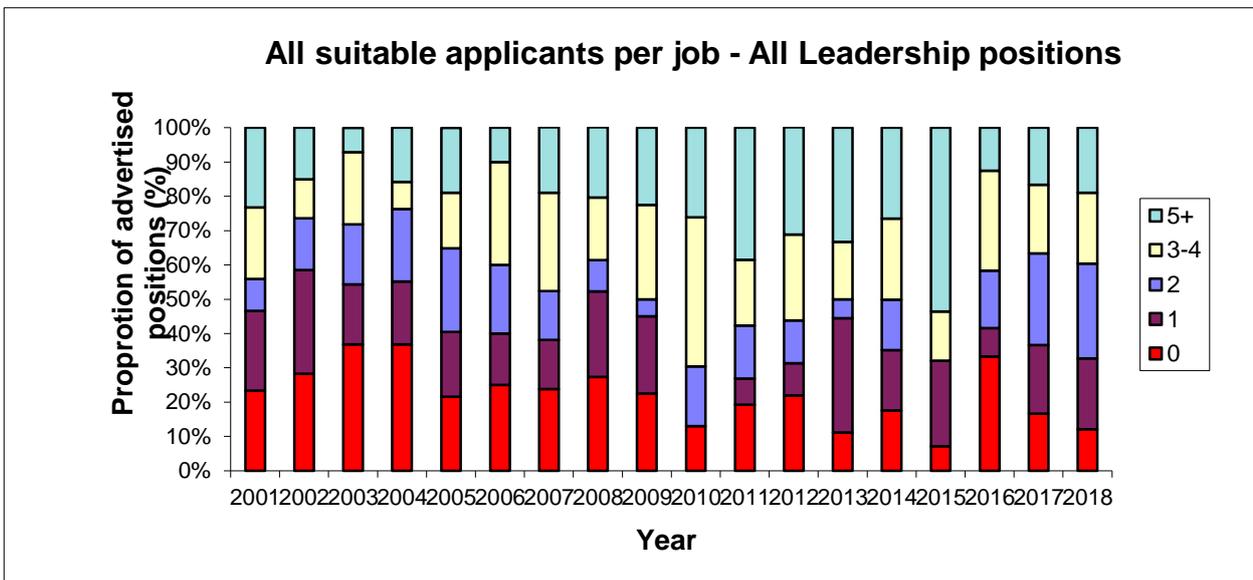
Suitable applicants for all leadership positions

Year	All suitable applications per job	Suitable NZ-trained applications /job	Suitable O/S trained applications /job
2018	2.3	2.1	0.2
2017	3.5	3.0	0.5



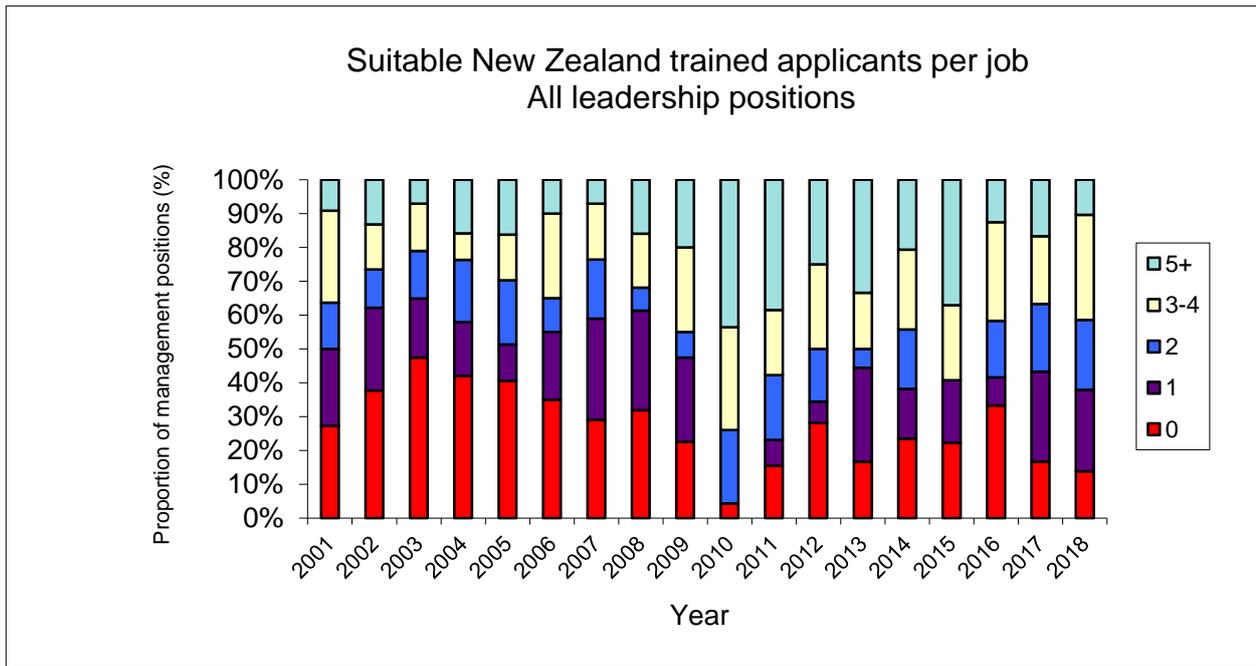
Distribution of suitable applicants for all leadership positions

Suitable applicants:					
YEAR	0	1	2	3-4	5+
2018	12%	21%	28%	21%	19%
2017	17%	20%	27%	20%	17%



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

Suitable New Zealand trained applicants					
YEAR	0	1	2	3-4	5+
2018	14%	24%	21%	31%	10%
2017	17%	27%	20%	20%	17%

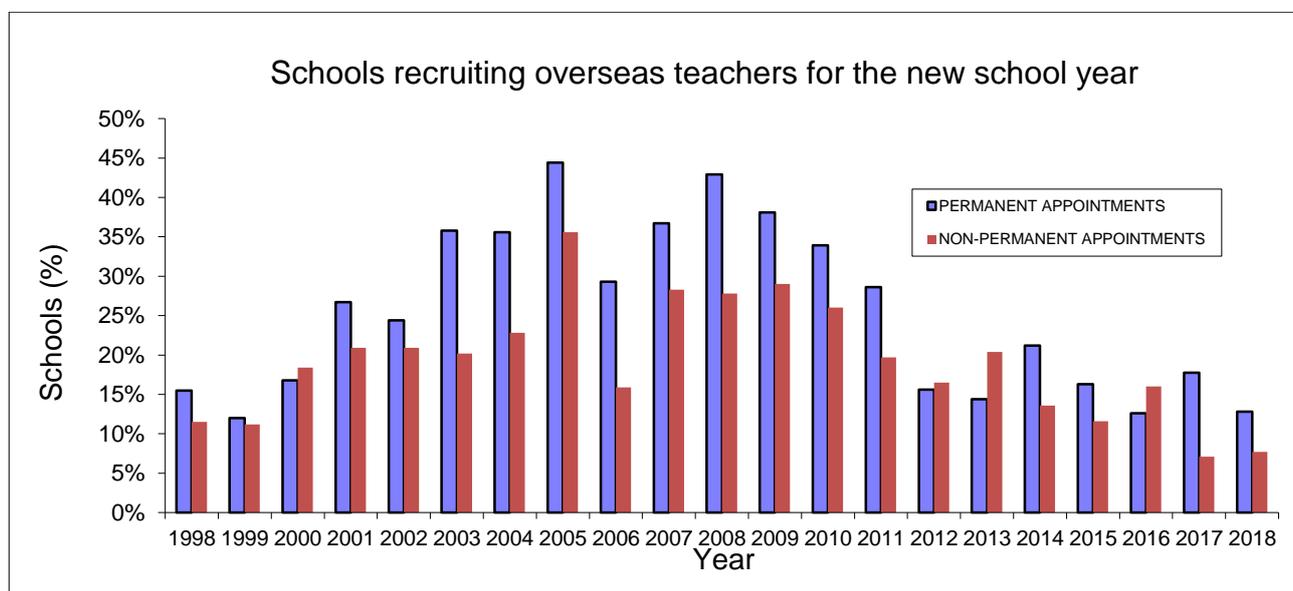


4. Overseas recruitment

Overseas teachers recruited to positions for the new school year

Fewer schools appointed overseas trained teachers to permanent vacancies relative to 2017. The average number of appointments of overseas teachers to permanent positions decreased, though slightly more appointments were made to fixed term positions.

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
2018	14%	0.2	7%	0.2	0.4
2017	18%	0.6	7%	0.1	0.7



Overseas trained recruitment for the period - national projections

Year	Permanent appointments	Non-permanent appointments	All appointments
2018	103	71	174
2017	261	60	321

5. Attrition

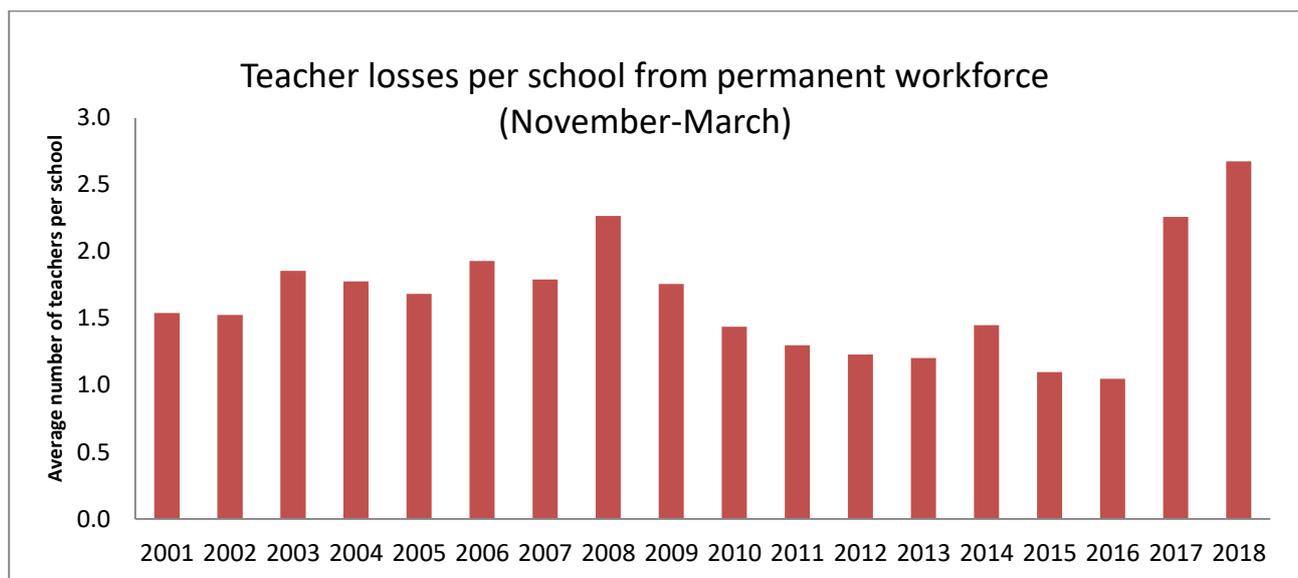
Attrition data below refers to teachers who resigned to leave the secondary state teaching service in New Zealand other than for temporary reasons, such as maternity leave. From 2016 'retirement' is identified as a separate category (previously included in 'Other reasons').

Schools had more resignations at the end of the 2017 year and slightly more at the start of the 2018 school year than in the comparable periods a year previously. Overall there were more resignations from teaching over the period than in the previous year and the average loss per school (2.7) is at the highest level recorded in these surveys.

5.1 Resignations

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

They collectively lost from the secondary teaching workforce an average of 2.7 teachers during that time, the highest recorded in this series of surveys.



5.2 Resignations by level

Resignation from secondary teaching: Loss rates/school - 15 November to 27 January

Year	Base scale teachers		Unit holders	Senior management	ALL	National projection
	PCT 1 & 2	Other				
2017/18	0.32	0.93	0.72	0.27	2.23	1030
2016/17	0.11	1.21	0.51	0.17	2.01	923

Resignation from secondary teaching: Loss rates/school - 28 January to 15 March

Year	Base scale teachers		Unit holders	Senior management	ALL	National projection
	PCT 1 & 2	Other				
2017/18	0.03	0.23	0.16	0.03	0.42	196
2016/17	0.01	0.15	0.07	0.03	0.25	117

Resignation from secondary teaching: Combined loss rates/school - 15 November to 15 March

Year	Base scale teachers		Unit holders	Senior management	ALL	National projection
	PCT 1 & 2	Other				
2017/18	0.35	1.17	0.87	0.3	2.70	1240
2016/17	0.12	1.36	0.58	0.20	2.26	1040

Resignation from secondary teaching - 15 November to 27 January: Proportion of leavers

Year	Base scale teachers		Unit holders	Senior management
	PCT 1 & 2	Other		
2017/18	14%	42%	32%	12%
2016/17	6%	61%	26%	8%

Resignation from secondary teaching - 28 January to 15 March: Proportion of leavers

Year	Base scale teachers		Unit holders	Senior management
	PCT 1 & 2	Other		
2017/18	7%	51%	35%	7%
2016/17	5%	58%	26%	12%

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

Year	Base scale teachers		Unit holders	Senior management
	PCT 1 & 2	Other		
2017/18	13%	43%	32%	12%
2016/17	5%	60%	26%	8%

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.

End of year losses: 15 November to 27 January periods

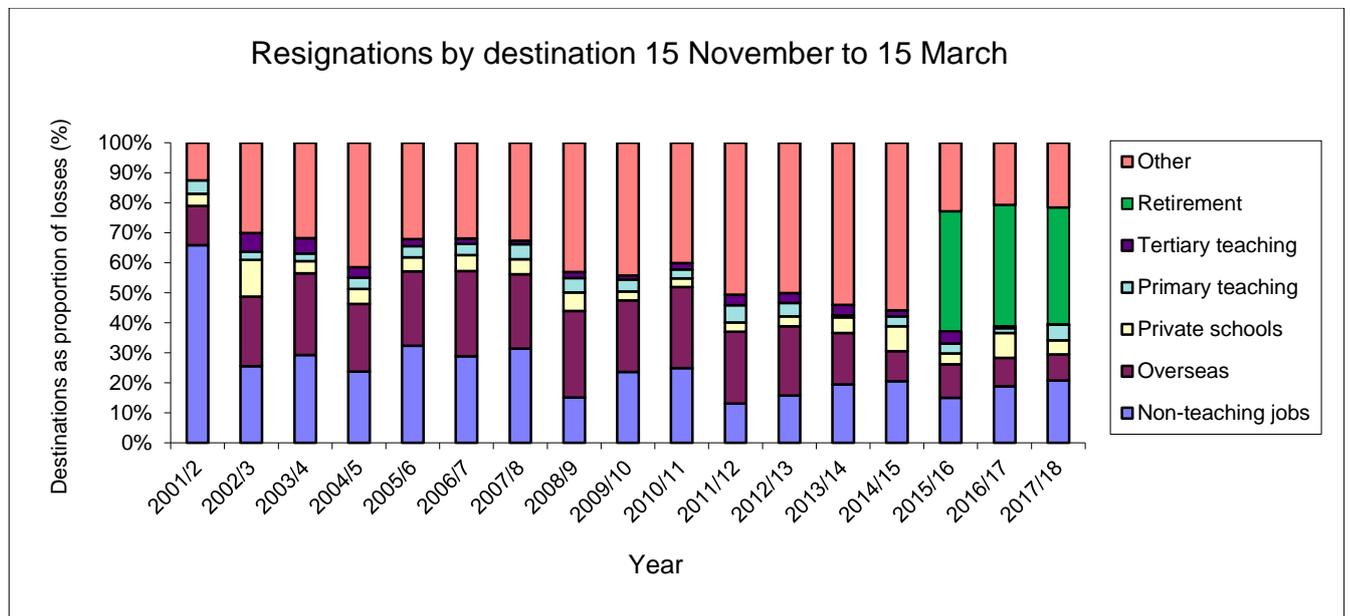
YEAR	Non-teaching jobs	Retirement	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2018/18	18%	41%	9%	5%	3%	0%	22%
2016/17	19%	43%	9%	8%	2%	1%	19%

Start of year losses: 28 January to 15 March periods

YEAR	Non-teaching jobs	Retirement	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2017/18	35%	29%	4%	1%	14%	0%	16%
2016/17	21%	19%	12%	14%	0%	0%	35%

Combined losses 15 November to 15 March periods

YEAR	Non-teaching jobs	Retirement*	Overseas	Private schools	Primary teaching	Tertiary teaching	Other
2017/18	21%	39%	9%	5%	5%	0%	21%
2016/17	19%	40%	9%	8%	2%	1%	21%



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

6 Day Relief Pool

161 schools supplied data on their relief pool.

The average number of day relievers per school continues a downwards trend. The average number of relievers available to schools at 7.1 (including 6.9 trained and qualified day relievers) was the lowest recorded in these surveys.

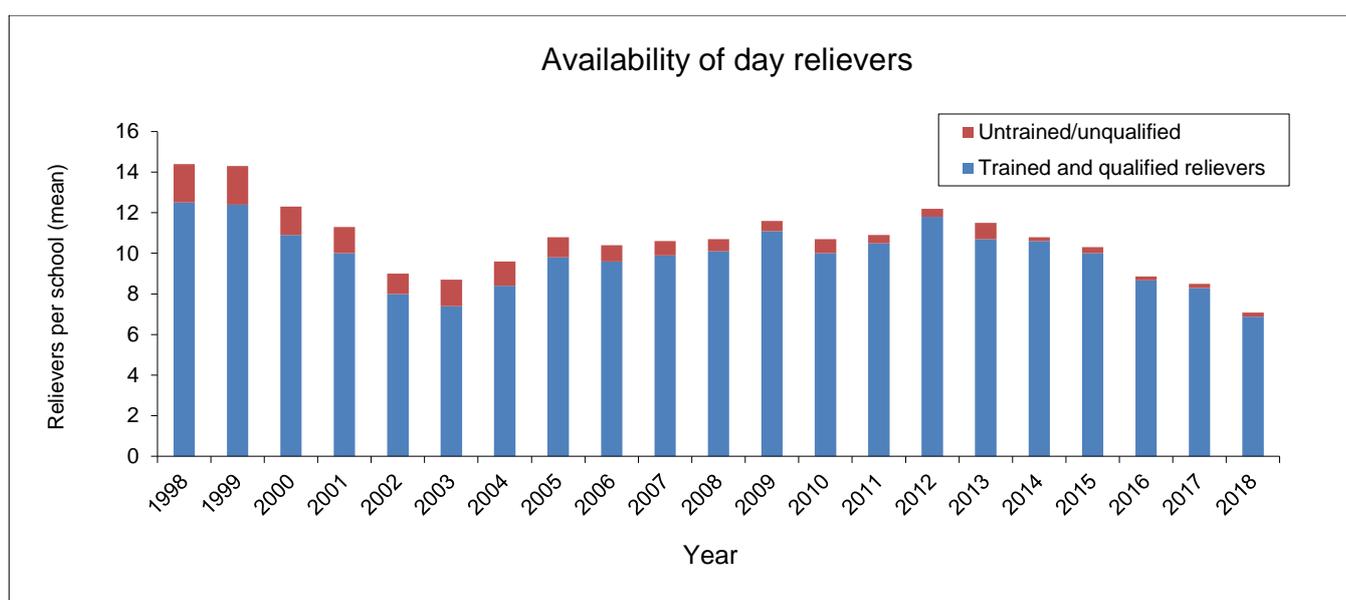
Most schools now report between 3 and 5 relievers available to them. 16% of schools reported having two or fewer relievers were available to them, including 8% that had no relievers.

Most schools also report between 3 and 5 trained and qualified relievers available to them. 18% of schools reported having two or fewer relievers were available to them, including 10% that had no relievers. This is the lowest level of trained and qualified reliever availability recorded in these surveys.

The depletion of the day relief pool is an early and ongoing warning sign of significant secondary teacher shortages.

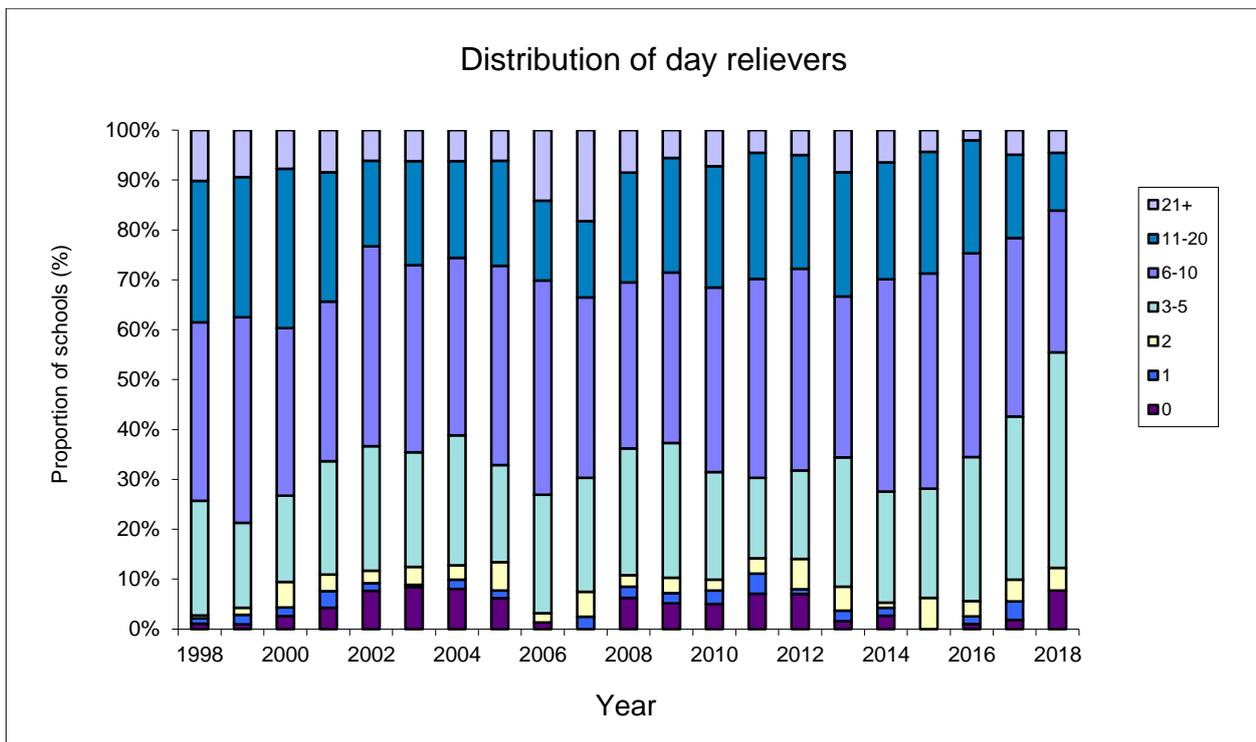
6.1 Availability of day relievers

YEAR	Relievers / school	Trained and qualified relievers / schools	Trained and qualified proportion	Proportion schools would prefer not to use
2018	7.1	6.9	97%	17%
2017	8.5	8.3	98%	12%



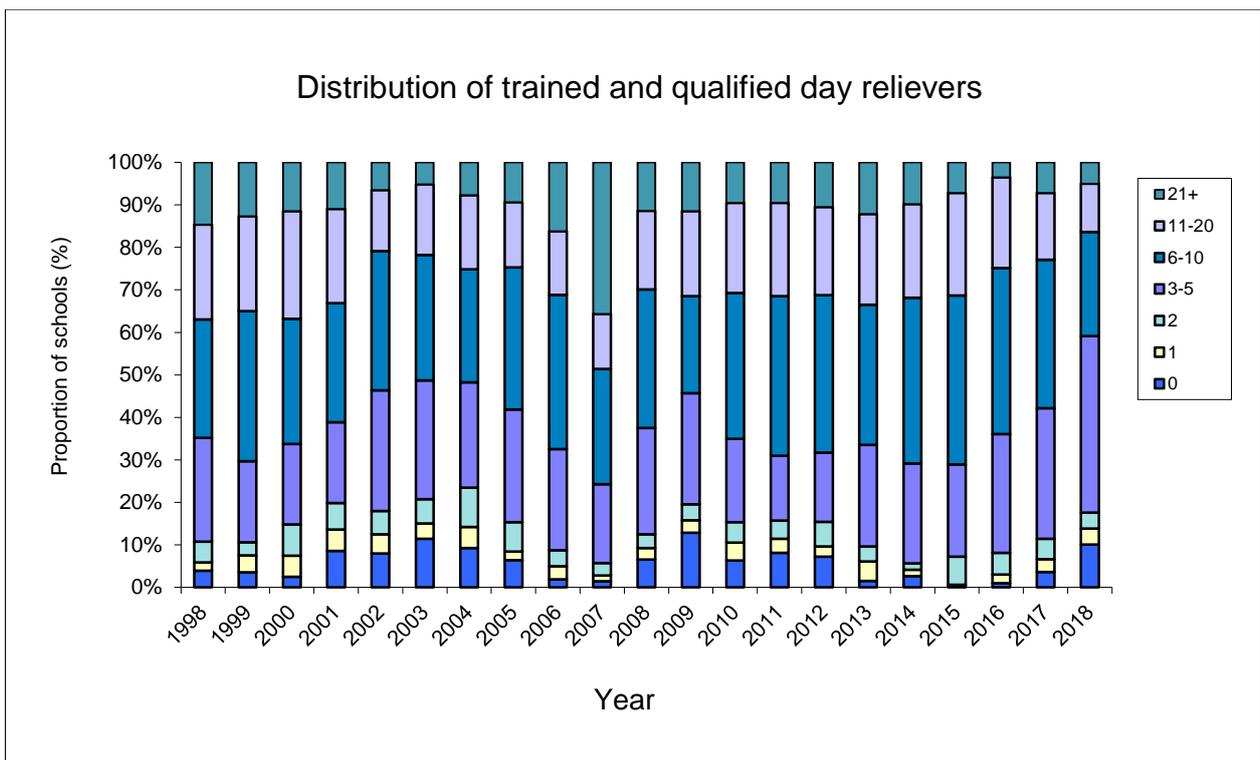
6.2 Distribution of day relievers

YEAR	Number of relievers (% schools)						
	0	1	2	3-5	6-10	11-20	21+
2018	8%	3%	4%	42%	28%	11%	5%
2017	2%	4%	4%	32%	35%	16%	7%



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+
2018	10%	4%	4%	42%	25%	11%	5%
2017	4%	3%	5%	31%	35%	16%	7%



7. Curriculum Delivery Issues

There is a further jump in teachers being used out of their specialist area because specialists could not be found. Over 40% of schools have had to do so this year. This is the highest percentage of schools recorded since these surveys began. More teachers, classes and many more students were affected this year than in 2017.

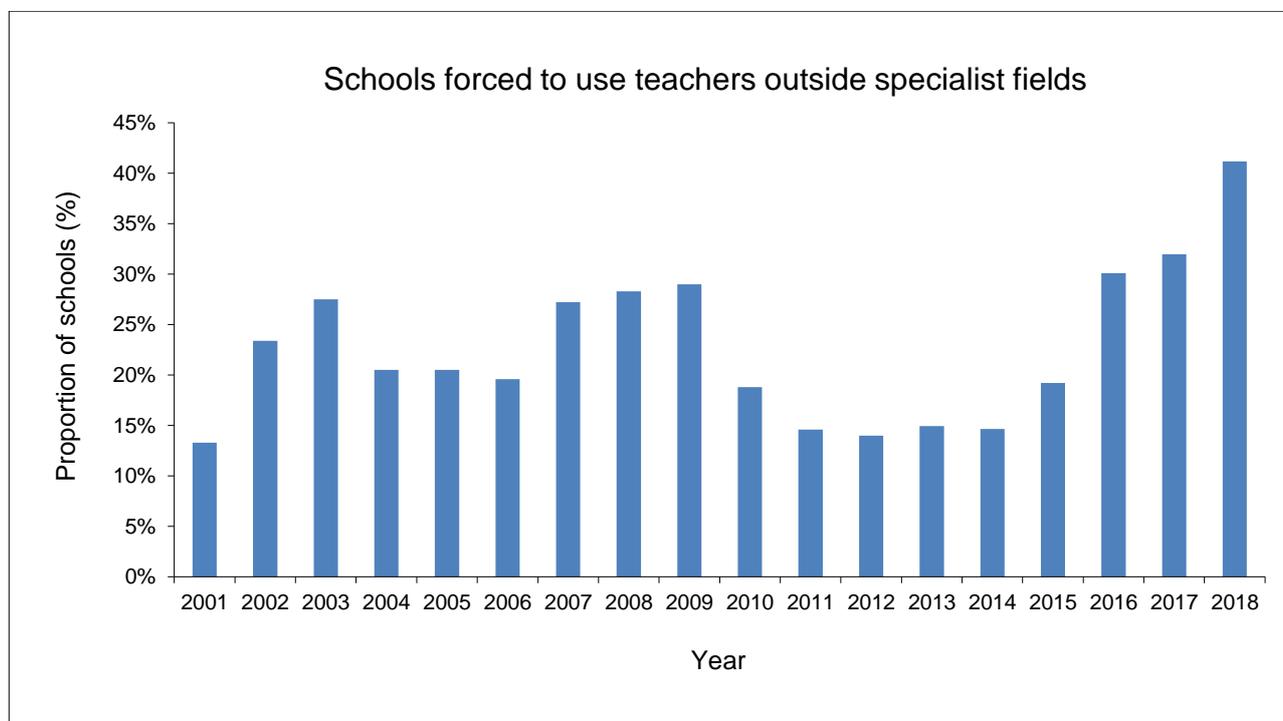
Schools mostly use teachers trained in PE, primary and Social Studies to cover classes, and the classes most covered by non-specialists are Maths, English and Science.

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
2018	41%	2.5	1.0	451
2017	32%	2.1	0.7	305

7,030 students were identified as being affected by the teaching of subjects by non-specialists in the responding schools, which suggests 21,000 students nationally (compared to a projection of 13,980 last year at this time).



Non-specialist areas covered

Schools are predominantly using PE and primary trained teachers to cover gaps, which are most often in Mathematics and English and in the Science and Technology areas.

Non specialist area	Specialist area (where identified)
Math*28	PE *10, Primary *5, science*3, Social Sciences*3, Biology *2, Music*2, Literacy, Te Reo Māori, English
English *14	Social Sciences *4, Social studies , Commerce, ESOL, Art, Dance, Geography, RE, History, PE, Media Studies
Science*13	Social Science*3, Primary*2, PE*2, Art, Maths, ESOL, Te Reo Māori, Home Economics, English
PE *10	Primary *4, science*2, , Music *2, Geography, Food Technology
Physics *9	Biology *4, Chemistry *2, Mathematics
Social Studies*7	PE*3, Art, Geography, Japanese,
Food Technology *6	Primary *4, Science, Physical Education,
Technology*6	EOTC/PE, Support Staff, Art, Design, PE, Primary trained
Hard Materials Technology *4	ESOL, Maths , Primary
Te Reo Māori*5	Primary*4, PE
Cross Curricular*4	
Learning 2 learn *4	Hospitality/food, Art, Physics, French
Social Science*4	PE*3, Food Technology
Agriculture *3	PE, History, Social Sciences & sport,
Art*3	English*2, Primary
Chemistry *3	Biology *3,
Drama *3	English, Geography, Primary
Workshop/wood Technology/trades *3	Art, Biology, Primary
Computer Science*2	Maths, Maths & science
Business*2	Maths, Geography
Dance	Primary
Design and visual arts	Art
Digital technology	PE,
Economics	Geography
ESOL	Māori Performing Arts
Geography	History
Health	Te Reo Māori
History	Te Reo Māori
Horticulture / Agriculture	Primary
Humanities	Arts
Māori Bilingual	Primary
Music	English
Sales and marketing	Art/photography
Soft Materials Technology	PE, LAT
Spanish	PE
Tourism	Photography Art
Year 9 home room teacher	Primary

Specialist areas drawn from

Specialist area	Non specialist area (where identified)
PE*32	Maths*10, Social Science*4, Social studies*3, Technology*3, science*2 Digital technology, English, Māori, Soft Materials Technology, Spanish, Physics, Agriculture, Food and Nutrition, Primary,
Primary*25	Maths*5, Māori*4, Physical education *3, Wood Technology, Art, Food Tech*3, Science*2, Hard Technology*2, Horticulture / Agriculture, Year 9 home room teacher, Drama, Māori Bilingual
Social Sciences*11	English*4, Science*3, mathematics*2, Music, Agriculture
Biology*10	Physics*4, Chemistry*3, Maths*2, Workshop Technology
Art*9	Design and visual arts, English, Learning 2 learn, Science, Social Studies, Technology, trades, sales and marketing, Humanities
Geography*6	Science*2, Drama, Business studies, Economics, English, PE, Social Studies
Mathematics *6	Physics, Computer Science, Hard Materials Technology, Business Enterprise,
Science*6	Maths*3, PE*2, Food and Nutrition
ESOL*4	English, Hard Materials Technology, science
Food Technology/ Home Economics /hospitality *4	Social Sciences, Phys Ed, Science, Learning 2 learn
Music*4	Mathematics *2, Physical Education *2
Te Reo Māori*4	Health, History, Math, Science
History*3	Agriculture, Geography, English
LATT*2/ Support Staff	Mathematics, Soft Technology, Technology
Chemistry*2	Physics*2
Commerce	English
Dance	English, Primary
Design	Technology
Economics	Workshop Technology
English	Art, Drama, Junior Science, Maths, Music, Art
French	Learning 2 learn
Japanese	Social Studies/English Integrated
Literacy	Maths
Māori Performing Arts	ESOL
Media Studies	English
Photography	Tourism
Physics	Learning 2 learn
RE	English
Social studies	English
Technology	home economics

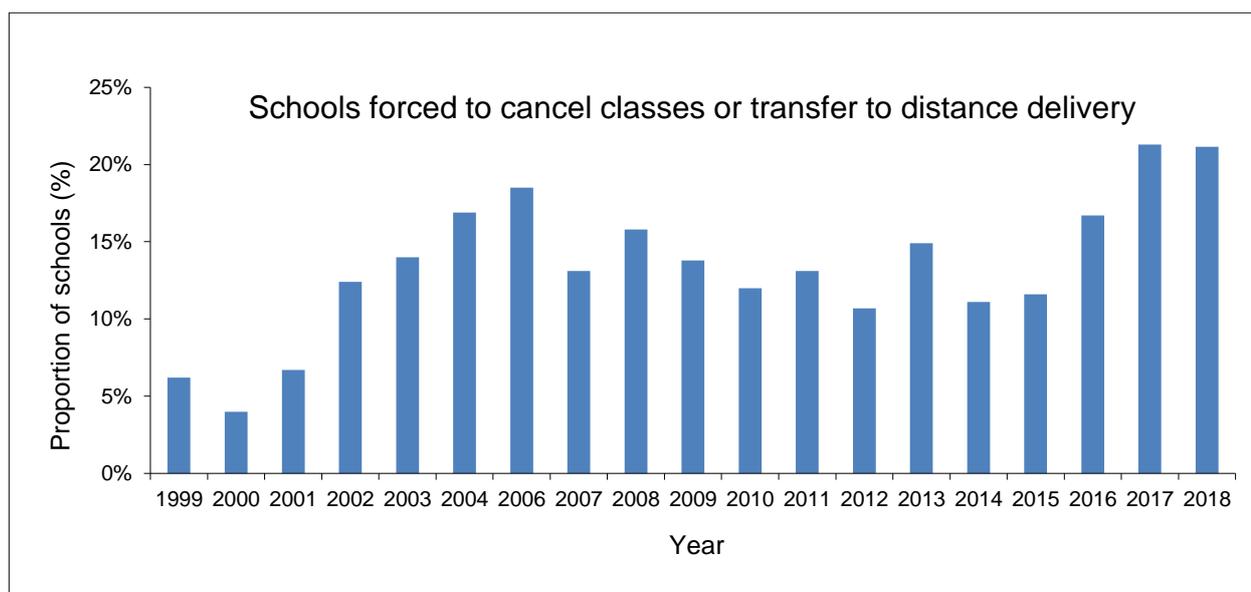
7.2 Classes cancelled or transferred

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

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, similar to last year which was the highest level of transfer/cancellation since 1998. More classes and more students were affected than in 2017 and the average number of classes affected is the highest recorded in this series of reports.

	Option reduction		
YEAR	Proportion of schools	Average number classes (All school)	Average no. of classes (effected schools)
2018	21%	0.6	2.7
2017	22%	0.4	1.6

Schools gave information for 59 courses on the numbers of students affected, ranging from 1 to 60 students, an average of 11.5 students per course. This suggests 2,250 students were affected nationally (up from an estimate of 1,670 last year).



Subject classes/areas affected:

Accounting	Classics	French	Maths	Social Sciences
Art history	Cross Curricular	German	Mau Rakau	Spanish
Biology	Dance	History	Media Studies	Statistics
Business Studies	Digital Psychology	Food technology	Music	Technology
Calculus	Digital technology	Information technology	Physics	Te Reo Māori
Chemistry	DVC hard materials	Japanese	Primary Production	Tourism
Chinese	Electronics	Māori performing arts	Psychology	Visual Art

The most frequently affected classes were Te Reo Māori (20%), Japanese (7%) and Physics (7%).

8. Staffing expectations

The optimism indices reflect the pattern seen elsewhere in this analysis. The principals experienced more difficulty recruiting 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. Overall, this is the highest level of pessimism recorded in these surveys.

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).

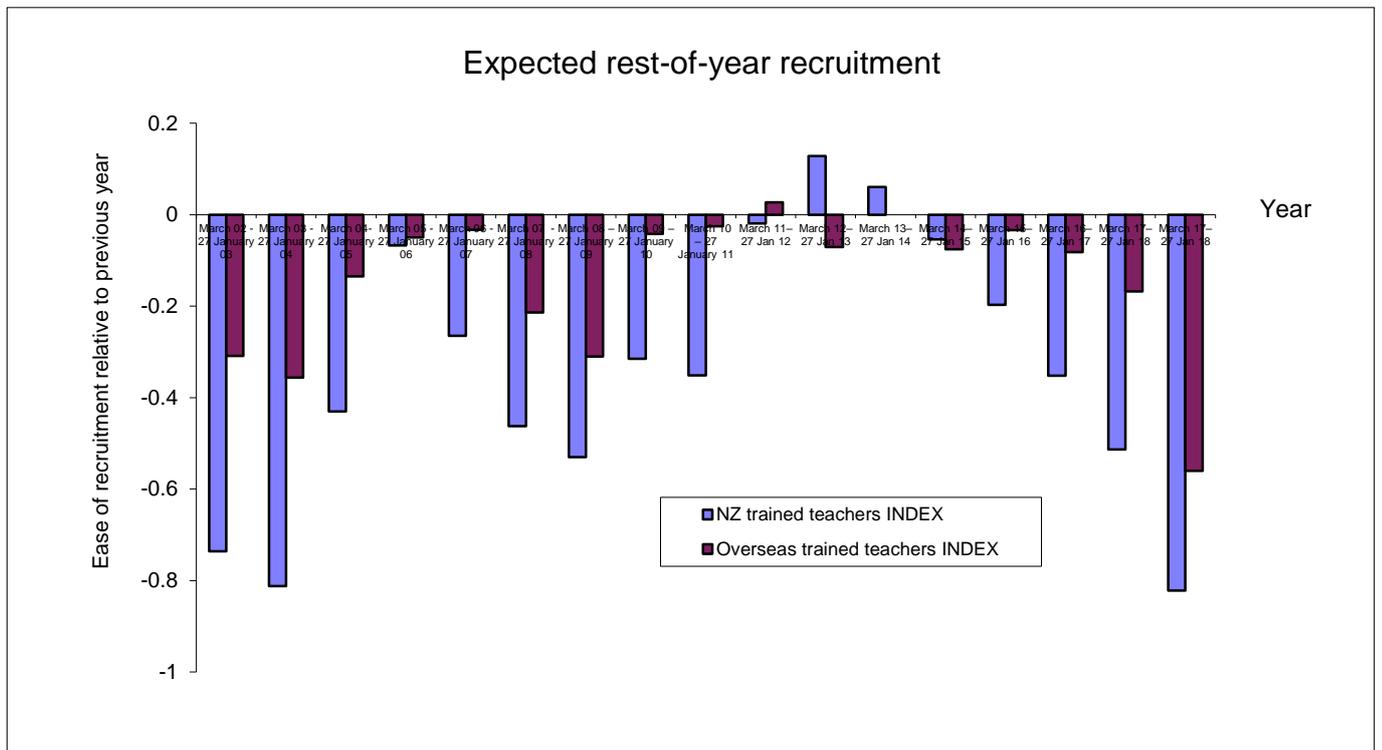
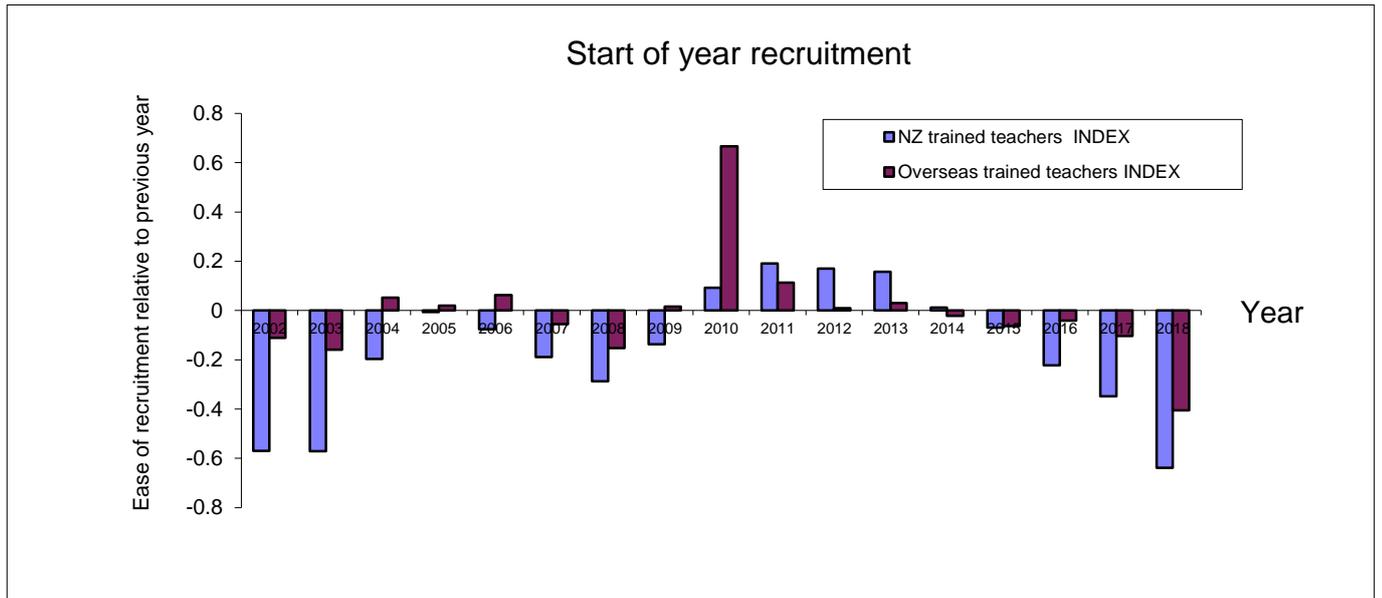
COMPARISONS	Much easier	Easier	Same	Harder	Much harder
Actual recruitment of NZ trained teachers for the term 1 2018 compared to term 1 2017.	0%	2%	32%	39%	27%
Actual recruitment of overseas trained teachers for term 1 2018 compared to term 1 2017:	0%	1%	57%	28%	13%
Expected recruitment of NZ trained teachers for the rest of 2018 compared to 2017:	0%	1%	16%	48%	35%
Expected recruitment of overseas trained teachers for the rest of 2018 compared to 2017:	0%	0%	45%	38%	17%
Actual retention of teachers into 2017 compared to 2016	1%	8%	55%	33%	4%
Expected retention of teachers over the rest of 2018 compared to the same period in 2017:	2%	8%	48%	35%	8%

8.2 Optimism indices

Recruitment

Actual recruitment: start of year	NZ trained teachers INDEX	O/S trained teachers INDEX
March 18	-0.641	-0.400
March 17	-0.348	-0.103

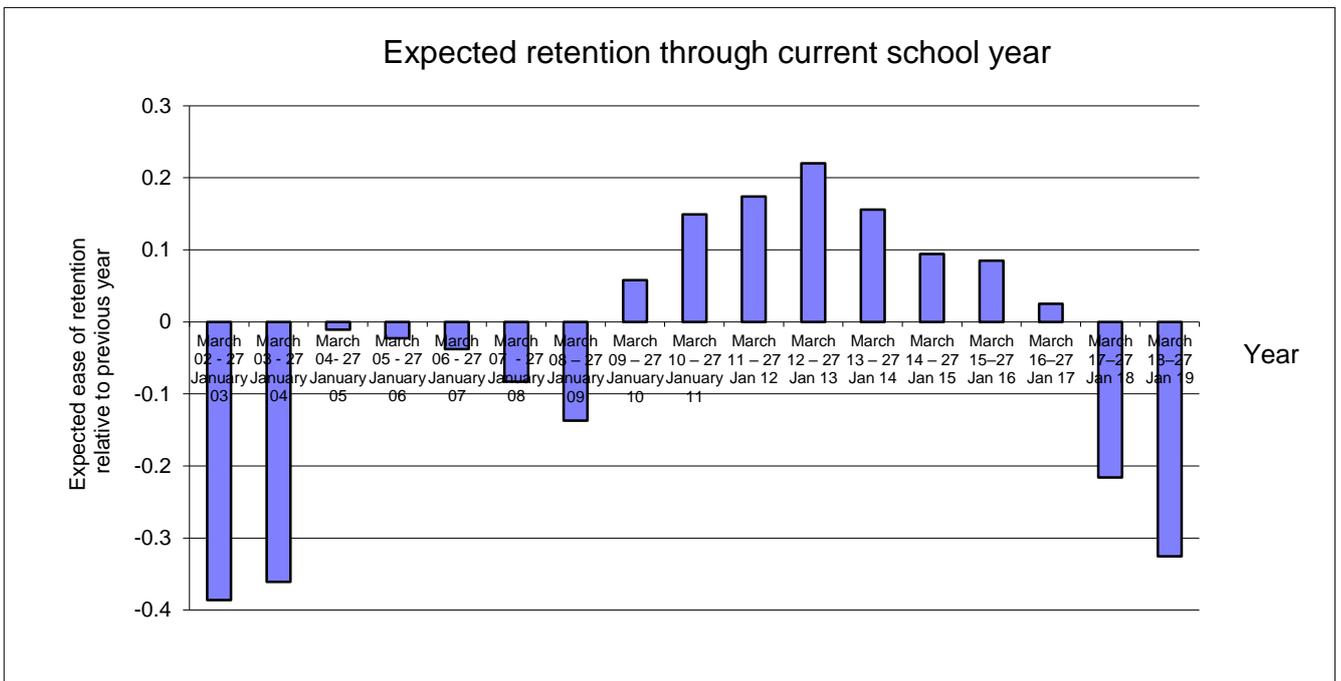
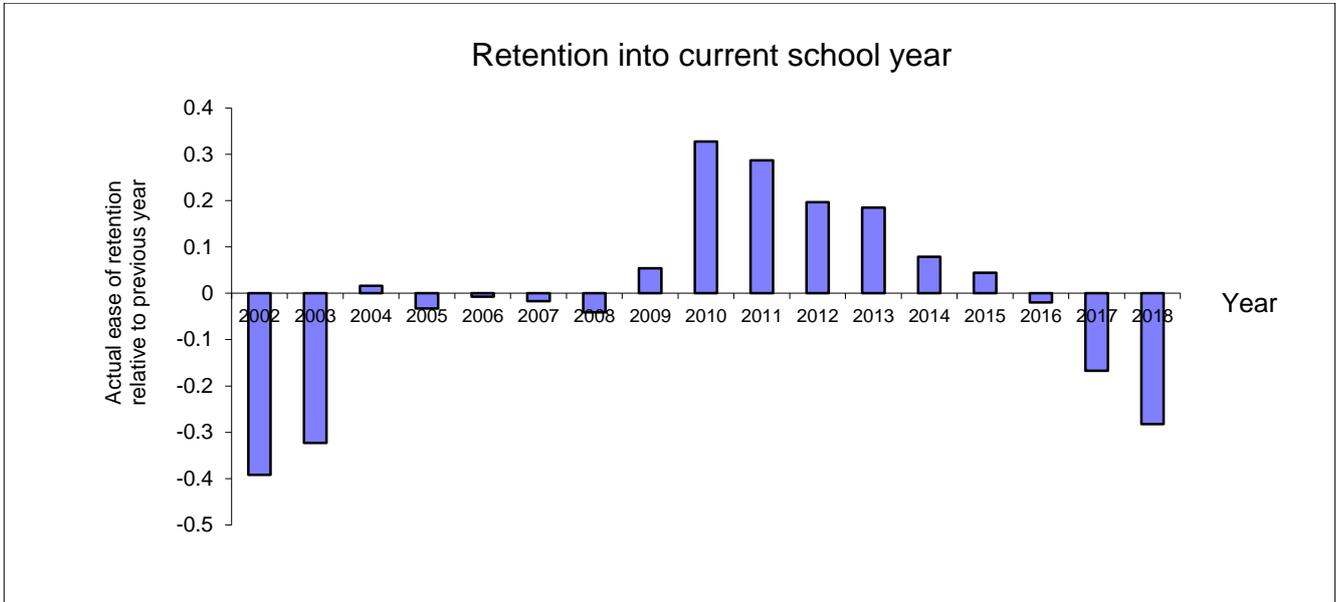
Expected recruitment: rest of year	NZ trained teachers INDEX	O/s trained teachers INDEX
March 18–27 Jan 19	-0.823	-0.553
March 17–27 Jan 18	-0.513	-0.168



Retention

Actual retention between school years	All teachers INDEX
March 18	-0.281
March 17	-0.167

Expected retention for remaining school year	All teachers INDEX
March 18 – 27 Jan 19	-0.331
March 17 – 27 Jan 18	-0.216



9. Principals' comments on teacher supply

9.1 Summary of principals' comments

57 principals made comments on their staffing situation. References made included:

On specific subject area difficulties:

Maths	11
Science	7
English	6
Technology	6
Te Reo Māori	4
Physics	3
Hard materials	2
Agriculture	1
Commerce	1
Design technology	1
Senior leadership	1
Hospitality	1
Japanese	1

On general issues of concern:

Few applicants	18
Quality of applicants	14
The age /retirement of staff	11
Auckland/housing costs	8
Remuneration of teachers	7
Relievers	6
Recruiting to middle leadership	6
Having no current staffing issues	4

9.2 Comments by school decile

Decile	Comments*
1	We were amazed that we were able to recruit to some traditionally hard to staff subject areas this year. (Physics & Technology) Hugely relieved that we could and that we found good people. We had poorer fields for English than we've ever had before and very small fields for HOD jobs. We had 1 applicant only for HOD Maths and decided not to appoint but to try again this year.
1	There are clearly subject areas that are challenging - in our case Hard Materials. I would have to say that there is a lack of depth in the number of applicants. We were lucky that for most positions we had 1 quality applicant who accepted the position. In previous years we would have 5 or more quality applicants for each position.
2	Being an isolated, rural, area school, it has been very difficult to attract Secondary Maths and Physics/ Science teachers. Even more difficult, in fact almost impossible, is the difficulty to find Technology (hard materials - woodwork, mechanics) teachers. Most of the teachers in this curriculum area are close to retirement and no one is being trained to take their place.
2	I have had to advertise three times in Ed Gazette in order to appoint a Te Reo Māori teacher. I have managed to secure a teacher who is not fully qualified but is in the final year of her bilingual degree, therefore, I have applied for a LAT. I started the year without a Te Reo Māori teacher which has forced us to not offer Te Reo as an option to year 9 and 10 and forced us to put 5 students in year 11-13 on correspondence Te Reo Māori until I was able to find a suitable teacher. From term 2 we will now offer Te Reo as an option to our year 9 and 10 students and the 5 senior students will remain on correspondences for the year but will have the support of the newly appointed Te Reo teacher. She has studied through Te Wananga o Ruakawa and is highly likely to achieve the bilingual degree and I hope, that moving forward, she will become fully qualified and become a permanent member of staff. One of the issues with the degree that is offered through Te Wananga o Raukawa is that it does not include any NCEA training which is necessary for secondary teaching. This needs to be addressed as I believe this is one of the courses which will assist the secondary sector. I am happy to discuss this further if necessary. As for a teacher of Japanese in our school. This was offered as an option for year 9 and 10. Insufficient numbers of year 9 students selected Japanese as an option at enrolment, therefore, we only offered Japanese as a year 10 option. Only two students wished to study Japanese as a year 11 subject which did not make it a viable number to have a teacher but were offered the ability to choose it as a correspondence subject with the hope that the Japanese teacher would provide support. I appointed a Japanese teacher for 3 hours per week to teach the year 10 Japanese class, she accepted but the day before school started reneged on her contract and therefore I was left with no choice but to cancel Japanese. We viewed that Te Reo Māori was high priority, therefore, continued to advertise this position but did not readvertise Japanese as it only affected 6 students at Year 10 and 2 at senior level who were already enrolled through Te Kura.
2	Concerned about lack of flexibility in contract. Requirement for registration restricts access to labour market. Concerned about supply in: commerce, agriculture, physics, maths, technology, Te Reo.
2	Recruitment is now my most pressing source of stress and anxiety. Extensive work with Education Personnel to attempt to find suitable overseas teachers (good efforts on their part and good to deal with) did not eventuate in any positive outcomes for my situations this year. My one permanent Science appointment (from one NZ applicant) was a teacher from a neighbouring school (and not an ideal appointment as he is a Phys-Eder without senior Science specialty) and now leaves that neighbouring school with a problem. I would not have appointed this person if I had had any choice of another suitable teacher with a senior specialty. My LTR Maternity Science appointment (from 1 NZ trained applicant) is a gentleman returning to teaching after 20 years (!!) out of the teaching service. Hardly ideal. Lots of support needed in this situation. My other LTR Maternity position could not be filled and has been filled with an entirely unsuitable

	<p>day-reliever part-time, plus press-ganging part time staff to each take more classes. My SCT is primed up to have to support this teacher extensively (about to start this term) Whilst all my issues this year have been in the Science area, I have absolutely no doubt that the results will be the same when I have vacancies in other subject areas. Like everyone else, I have a cluster of staff in their 60's and anticipate accelerated retirements within the next few years. Another new pattern we have noticed is that since the secondary teaching qualification has been shifted to Masters level at Otago Uni, the format of that course now requires students to be in Dunedin all year round, resulting in virtually no students coming through (area) schools on practicum. I can't remember when I last had an applicant from a beginning teacher. We got the odd one or two doing their training through Massey or Bethlehem. Seldom do we get any applicants from Christchurch. The Masters format is also of course more expensive for students to do, another disincentive. This situation is the most urgent one facing the new government. I appreciate any pressure the PPTA can contribute to getting this message across.</p>
3	<p>Getting hard to cover LTR positions as many teachers now have PT positions elsewhere. Hard to find specialist teachers.</p>
3	<p>It is definitely getting much harder to attract good quality teachers, particularly those who are NZ trained, to positions. This is especially the case in the STEM subjects, and is even more pronounced when seeking a middle leadership applicant. I fear this situation is going to get worse, particularly in the environs such as the location for my school. I also think there is a bigger crisis looming as the baby boomers all start to come up to retirement age, as there are just not the teachers coming through to fill the middle and senior leadership positions some of them hold. Over the next 3-5 years I could lose another 30% of my teaching staff to retirement alone. This problem needs an urgent solution.</p>
3	<p>Quality of both NZ trained and overseas trained teachers applying for positions appears very poor in the main.</p>
3	<p>There are fewer applicants for jobs and therefore more difficult to ensure the quality of applicant if you need to appoint.</p>
3	<p>We have an ongoing difficulty with providing suitable relieving teachers for staff absences. This has an ongoing effect on staff who reluctantly give up non contacts and split classes to enable suitable supervision. We made three appointments in 2017. The quality of fields in non-specialist areas was very disappointing. We have real concerns about teacher supply and believe the future viability of our school is at risk through our inability to have suitably qualified and experienced staff working effectively with our students. We will struggle to staff specialist science, English and mathematics should any of our current staff move on. Teacher supply issues have to be addressed as soon as possible.</p>
3	<p>A significant proportion of our staff are nearing retirement age.</p>
4	<p>*The NZ Immigration regulations are not helpful. We have a shortage and teachers should return to an essential skills category. *Maths (severe), Science (difficult) and Technology (nearly impossible) remain the core problem areas. *Increasingly, there are few applicants even for jobs with an urban school. It must be a nightmare in rural areas. *There is only limited drift to the area from Aucklanders who are refugees from housing prices. One staff member 2018. *A new phenomenon is younger teachers moving to be closer to ageing parents. The job market lets them pick such options now without them feeling they might be "stuck" in the rural school. That's a change. *It's a much less civilised employment market. Schools are interviewing and appointing well before closing dates to snap up desirable staff. *Head-hunting is an increasing "below the radar" aspect of the current market.</p>
4	<p>One of the biggest challenges for our school, apart from being isolated, high population of benefit dependant whanau, having limited access to professional development, being forgotten about when the MoE or other organisations are holding professional learning sessions for the Tairāwhiti and only going as far as Gisborne, which for all our Kura is 2 - 3 hr drive one way. We don't have the relief teacher capacity either. The social life of a new teacher is very limited here also. Attracting qualified great teachers with excellent relational skills is very difficult. Support for our schools on the coast is poor.</p>
5	<p>Our maths and science departments are being held together by staff who have retired and then been enticed back to teaching with RRR units and reduced workloads (no form class, extra non-contact periods).</p>

	Three staff in Science and four in Maths are in this category - retired but returned to work out of a sense of loyalty to the school and students. We also have a retired English teacher who has come back to work because we are desperate and he has offered to help out. Overseas teachers are leaving because of relatively low pay and/or moving out of Auckland because of the cost of living. Two this year already. This is a crisis.
5	I think I was lucky to secure the two teachers I needed at the end of 2017. Our role is growing and I'm concerned that I will have real difficulty securing trained and qualified teachers for the positions I will need in 2019.
5	Overseas applicants are numerous but very seldom qualified at all or experienced. Smaller numbers of applicants, less keen to move around the city or the country. Kahui ako has inequities in the system, very hard to backfill in a small school and we lose experienced classroom teachers to these new roles. They would be of value in the classroom and are exceptionally difficult to replace and pay rates can be sensitive issues for middle management people who see these jobs being well paid with far less responsibility or accountability. The PPTA campaign is spot on- teachers deserve to be valued and paid more.
5	The problem that I foresee in the very near future is that a stable and ageing workforce in this region of the country (Southland) will be retiring and I see no evidence in the pool of applicants for any individual vacancy that a supply of suitable teachers is on the horizon to replace older teachers that retire. It is of great concern to me that the 'national shortage' of qualified teachers is often talked about in an Auckland context and yet is absolutely national and if incentives are introduced that do not cover areas such as ours then the problem will only become worse. Technology teachers are soon to become a lost profession with the current supply of very skilled ex tradespeople not being able to be replaced due to the need for degree qualifications and the processes around LATs and their very low pay rates.
5	We are fortunate to have a strong and positive working relationship with the University of Waikato education faculty. Through working hard to offer appropriate practicums for trainee teachers we have been able to field good applicants to interview. Increasingly we find it more difficult to attract high quality teachers in Mathematics/Science. Our reputation as a good school is certainly helping us see high quality applicants applying for positions when advertised. We are certainly not in the same position as Auckland schools with regard to recruitment. Our biggest frustration is with late appointments being made by other schools, usually promoted posts which means that the availability of good candidates late in the academic year is low - but all schools will be in this position.
5	Now making appointments if any suitable applicants available where previously would have considered readvertising in the hope of attracting a wider pool. The feeling is if you don't snap them up straight away someone else will - not a good place to be.
5	There has been a noticeable difference in the number of applicants for positions. Although we had several apply for an English position, there were issues with them all - including lack of experience in that area or issues identified from referee checks. I would have expected more experienced applicants for this position. There are also fewer applicants for middle management and senior management positions. We have been extremely fortunate to get experienced (and excellent) HOF Technology, HOD Art, and Asst HOD Social Sciences, which is surprising.
5	Isolation and no accommodation available continues to be an issue for us.
5	Some of the reasons that staff are needing to teach outside of their curriculum areas is that staff are on leave - 2 on maternity leave and one on leave without pay for a year. As a school we needed to make a decision regarding opting to having two full time English teachers (eg, fully trained English teachers) rather than replacing both PE teachers who are on leave. As an indication I have been at the school for almost 5 years and this is the first year that we have been able to have two dedicated English teachers - the payoff is though that the PE department suffers!
6	Drain of teachers from Auckland to provinces due to cost of living. Other schools in Auckland using units from BOT funds to lure teachers away. Student teachers being bonded to schools via teacher training

	support - ethics of this with employment law are suspect.
6	2018 has been the first year that the teacher shortage has had a major impact on our <i>South Island</i> school. In previous years there has been a reduction of quantity and quality of applicants but there have still been some. I assume that this has been because <i>the area</i> has been traditionally been a popular place for graduates to remain in or for teachers to return to. However, this is not the case this year with no applicants for positions.
6	While we do not seem to be badly impacted by the teacher shortage in <i>the region</i> , I have certainly noticed that it is harder to get the number and quality of applicants that we have had in the past. I do particularly dread having to replace my Te Reo teacher in the future and have re-advertised my DP vacancy due to not being able to find a suitable person. Unsurprisingly good applicants for Maths, Science and Technology are few and far between but probably nothing like the situation in Auckland schools.
6	It is difficult filling positions with good teachers. and even more difficult finding relief teachers to fill in for sick staff or staff away etc. There needs to be a clear plan for relief teachers across education. We can't rely on the chance that trained experienced teachers are free to fill in when teachers are sick etc. There needs to be a roster of available relief teachers held by MOE, PPTA, NZEI for each region so schools have a place to go to. Again a list of available teachers for employment. Something needs to be done asap.
6	Teachers are very aware of the shortage and using this to shift to schools closer to where they live in Auckland. This would be the largest driver in teacher loss (and recruitment). Inequity in teacher recruitment is also on the rise. Large, well-resourced schools are offering jobs to trainee teachers as early as March and April for the following year ... without any current vacancies. Their size means that they have more confidence that vacancies will occur, and they can more easily afford to over-staff and spread the cost over more students. I've talked to other smaller schools (less than 1400) and they can't run this risk. I'm also aware of more (large, well-resourced) schools offering pay bonuses (via the triple R allowance) to beginning teachers and teachers shifting to Auckland from outside of Auckland and/or NZ. This means a beginning teacher from Chch may receive up to \$10,000 more at another school than if they come and work at my school. The government needs to address this growing inequity. And shutting down triple R payments would not work. The inducements will just change to offers of extra PLD, reduced classes, 'management' positions, etc. They need to increase the remuneration of teachers at all schools to reduce the imbalance.
6	I have lost three young teachers in the last year. One overseas to settle and two to travel. I am not sure if these cases are typical of the teacher crisis as this has been a trend for a number of years for PRTs to leave after their two year "apprenticeship". I lost a valuable Māori teacher in part because although tertiary trained he would have had to study for two years to comply with NZQA requirements for secondary schools!! I believe that PPTA and any other forum must pressurise the government to develop a sustainable model which attracts the right people in and provides incentives to stay. I have lost and will continue to lose valuable teachers if something is not done to address the cost of living in Auckland - travel time and house prices/rentals do us no favours. Finally an even greater need is the training and improvements in working conditions for Learning Assistants. Our students with special needs are not receiving the care and support they need. Best wishes.
6	We have a really great staff that work hard and enjoy their roles. We have a really positive staff culture now and that has assisted us retain and recruit better than many other schools around us. If the recruitment of men into the profession is prioritised addressed then it will increase the pool of potential teachers in the future particular in STEM. Unfortunately this is continually disregarded as an issue and is having a massive effect on in regards to teacher recruitment and on the experience of schooling students receive. Sadly the feedback from young men looking to enter the profession or joining the profession is that it is simply not conducive to them staying in long term or an environment they feel comfortable working in.
7	I started staffing the school for 2018 in June 2017 - I still haven't finished. We have been 2 understaffed all Term. Two school days before classes began I still didn't have a teacher for some English classes. I practically begged my retired HoD maths to come back to teach 5 Maths classes.(He picked the eyes out of

	the classes he was prepared to teach). I have my AP acting as HoD Maths. I have two teachers (one in English and one in Maths) teaching selected classes for 3 days a week. My AP and I are filling in Maths lessons on the other two days. I had a retired teacher of English come back to teach two Y13 English classes. This was how we got through Term 1 - and now we are having to reorganise it all again for Term 2! Hopefully I have another English teacher arriving from overseas within 10 days time - but she is still awaiting a Visa - and when she arrives our English department will be fully staffed. I have an HoD Maths arriving for the start of Term 3. I still need another Maths teacher and a Head of Art - looks like BoT he will be from overseas - if I am lucky! This has been a very stressful time.
7	I am likely to be in a position to source experts to teach hospitality standards outside of my school due to a lack of applicants
7	Our school being a small state integrated who has all positions "tagged" have fared well. In all cases our employment has moved staff from state school to us. The feedback is that it is "easier" to teach here - hence the ease of recruitment. I know though in employing a new physics teacher and a new digital technology teacher to start this year - that we have just created a vacancy elsewhere which I imagined be has been difficult to fill. The overall teacher supply is critical.
7	We are experiencing major difficulty recruiting a Te Reo Māori teacher. We have been advertising continuously since November 2017, with no success. We know we are not alone in this regard in (<i>city</i>). I would describe this a crisis situation.
7	I am finding a more aggressive shoulder tapping of my staff to fill gaps in other schools with some incentives offered. This puts a strain on collegial relationships in a tight market.
7	I am buoyed by the quality of teachers I have been able to recruit since the start of the recruitment 'season' around Sept. 2017. I have had no resignations in Mathematics and I know it would be very difficult/impossible to replace a departing mathematician. I do have 2 on leave and have struck gold with 2 competent maths teachers for the year. I have spent hours and hours on recruitment in order to get quality teachers. I have contacted individuals I have met during the year informing them of upcoming jobs at the school - eg from meet the principals' sessions at Ak. Uni. Of 9 resignations last year, no staff relocated to another Auckland school. All left Ak to go elsewhere in NZ (Hamilton, Keri Keri, Blenheim, Warkworth, Christchurch) or to retirement. (1 overseas)
8	Currently have a position advertised - it is not looking hopeful!
8	While I am staffed fully for 2018, the process to get there was much more difficult than it has been in the past. My choice has been severely limited - to maybe only one suitable applicant for each position advertised. In fact for one position, no suitable applicant and an internal re-shuffle required. The number of applicants is way down on what it has been in the past. I have had to shuffle staff already appointed and working in the school to teach in areas they may not have been teaching previously, although they have the qualification to do so. My advertising has taken a completely different turn and we have actively advertised in Auckland to entice teachers to a more manageable rentals. I dread every resignation, even though members of staff are moving for promotion as they should be, because I know the day is coming when I will have run out of options. My relievers are getting very close to not being available (due to age) and the ones coming through are untrained and unqualified. It is getting serious.
8	We are a brand new school doing things differently in the best interest of students and teachers. We write reports differently and have removed unnecessary assessment workload for teachers and students. We promote a two year NCEA level 2 pathway. We have not had any issues attracting new teachers to our school. We have found it more difficult to fill in subjects that I recognise are difficult for all schools. However we still managed to hire people that we wanted.
8	Nz education system is in major crisis. Schools cannot put teachers in front of classes. It's despairing, and patience doesn't cut it quite frankly. I talked to a partner in a law firm the other day and enquired about how they got and retained quality staff- she said, simple we pay more. NZ rises and falls on its quality education system. We are falling. Successive govts have failed our profession and need to wake up to the fact that

	without quality teachers we are third rate, and then we become third world. Take the lead for goodness sake.
8	Two of the staff we appointed this year we only appointed because no one else trained applied.
8	Extremely difficult to appoint & retain suitable teacher in low decile South Auckland School. Teaching in Auckland is expensive in terms of the cost of travel and the cost and accessibility of suitable accommodation.
8	Private schools do not have to advertise and teachers moving to that sector do not give the required notice period. This makes filling positions much harder and causes confidence issues for state schools. Many more teachers switched from state to private in the last 3 years for better pay and conditions. Many older staff are likely to retire in the next few years especially with the uncertainty now around the future of NCEA and CoLs which have been beneficial for many students. A settled period for the sector would help retention. A new trend is younger staff reducing to part-time mainly to cope with health issues in the family or balancing childcare. CoL roles have enabled me to retain and motivate many staff in the last two years.
8	We have two maternity leave positions coming up for appointment and am expecting these to be very difficult to fill
9	Although the STEM subjects have been identified nationally as areas of recruitment difficulty, in our region and currently at our school English is very hard to staff. The huge workload associated with this subject area is thought to be the problem.
9	We are fortunate to be in an area of growth, with families choosing to relocate to our area. This brings quality teaching applications from many who choose New Plymouth as a destination city. I acknowledge that this example is in contrast to the experience of contemporaries, particularly in Auckland.
9	In the end I employed 13 new teachers of a staff of 65. This is the highest in years, usually it was about 3. Of these 13, 11 were first time teachers of which 9 are permanent. It felt like a real hard slog as I was looking for Maths, Physics, Chemistry and Bio. The teachers have mainly come from Vic Uni. Masters programme (two we had placed here) and they are all good value. I think that we were successful in getting staffed this year as we started really early, around July/August and didn't hesitate if we found someone. I know in the case of Physics and Chemistry they later got offers from several other schools. As I look at the age profile of our staff I can certainly see more retirements coming up and I am working hard to upskill people so that they will take management positions. I think the outcome of this contract round is going to be crucial to our future staffing needs.
9	From 2017 T3 to January 2018 we have advertised positions which in 2016 when advertised we had more candidates and higher calibre apply (English position, HoD PE/Health). In 2017 we had significantly fewer applications and of a lesser quality. We have been unable to recruit a material technology teacher despite 4 rounds of advertising in Nov/Dec 2017 and early 2018. Now we are using an agency to recruit from overseas. We have had to move students off courses and outsource some to ensure we meet the high demand we have in this STEM area. I face the prospect of looking for a new HoD Technology before the end of the year and may face the prospect of having no suitable applicants based upon recent experience. This may mean that the school workshops (built in 2011) will be closed!!
9	I would consider we are a highly desirable school to teach at, and we are able to recruit, but I think it is harder and some subject areas are especially difficult. We have an ageing staff, many of whom have worked here for a very long time and we do expect to lose teachers in the next few years, as we did last year. This is positive, as many are ready to move on and the College will benefit from fresh thinking, but accessing the quality staff could be a challenge.
10	Earthquake related issues impacted staffing in 2017. I expect this situation to continue. The number of applicants for positions has been quite a lot less in 2017 and 2018. Quality applicants are .

10	With the exception of subjects like Design Technology and Maths (for a LTR position), I have been comfortable with our ability to find replacement staff. We have a relatively small turnover which helps. However, I don't believe that my students are seeing teaching as a viable option as a career and teacher salaries are an important reason for that. Likewise, I don't feel that my young teachers are eager to pick up Management Units as the money for these doesn't compensate for the increase in workload and responsibility. We are a young school but I have one HOD already at retirement age and three more who will soon be there (as will my timetabler and a few other staff members, including an assistant HOD). It is important that young people see teaching as a realistic option for their working future.
10	Having to advertise for retiring staff as well as resourcing our roll increase has been a challenge. We are lucky to appoint a couple of very good staff to middle management positions but there wasn't a big pool at all. Quality applicants for the assistant teaching positions are completely lacking.
10	We are rural and somewhat isolated. We are in trouble in regards to recruitment
10	It is generally hard to attract suitably qualified teachers to rural areas. However, the number of overseas applicants appears to have decreased from many countries, but not South Africa so much.
10	Last year I lost teachers during the year that were hard to replace, this survey does not capture this.