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Briefing Note: Analysis of trends in Beginning Teachers

To:	Hon Chris Hipkins, Minister of Education		
Date:	21 March 2019	Priority:	Medium
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Purpose

The purpose of this briefing note is to provide you with information you have requested on the employment status of beginning teachers and their subsequent retention. It also provides information on the employment status of teachers placed to date through our overseas recruitment campaign.

The Ministry of Education recommends you:

Note the analysis the Ministry has completed regarding the employment status of beginning teachers in state and state-integrated schools, and their subsequent retention and changes to their employment status in the years after they start.

Note the Ministry plans to release the 2018 update to the teacher workforce series and new teacher movement (in and out of the workforce) data series on the Education Counts website on 29 March 2019, and shall brief you on this shortly.

Agree that this Briefing will be proactively released.

Agree / Disagree



 Dr. Craig Jones

Deputy Secretary

Evidence Data and Knowledge

21/3/19



 Ellen MacGregor-Reid

Deputy Secretary

Early Learning and Student Achievement

22/3/19



 Hon Chris Hipkins

Minister of Education

29/3/19

Background & definitions

1. You have requested information on the employment status of beginning teachers (that is, whether they are going into permanent, fixed-term or day relief positions), and information on what subsequent retention looks like for beginning teachers who start in permanent versus fixed-term positions.
2. In the new analysis below, we have defined 'beginning teachers' as those in their first year of teaching as a qualified teacher in a state or state-integrated school in New Zealand.
3. We identify beginning teachers in any given year either by it being the year in which a suitably qualified teacher first appeared on payroll or – for those individuals on payroll in advance of gaining their qualification – the first year in which the information held on their payroll record indicates they had become a qualified teacher. It is important to note that this group of teachers includes:
 - Newly qualified teachers starting in their first teaching role;
 - Individuals who have gained qualifications whilst already teaching in schools in previous years;
 - An experienced teacher who has arrived newly to teaching in a state or state-integrated school in New Zealand, e.g. a teacher who has gained their qualifications and experience overseas, or a NZ-trained teacher who has previously only taught in New Zealand private schools or overseas.
4. We are not yet able to robustly separate out these different groups of teachers. We are currently working on our methodology for doing so, to enable analysis of employment patterns and retention of teachers who enter the workforce via different routes, including teachers arriving to work in New Zealand who have trained overseas.
5. As at 17 March 2019, our overseas recruitment campaign had resulted in 10,899 overseas teachers showing an interest in working in New Zealand including Auckland, of which 4,447 had been assessed and 1,091 candidates had been screened and made available to principals for interview. Of these, 260 teachers have so far accepted roles. Eight of these teachers are New Zealanders returning home. However, New Zealand teachers traditionally use their own networks when returning home and we do not always have visibility of them through our teacher supply initiatives.
6. Note that the number of beginning teachers will not be the same as the number of teachers entering the workforce in any given year. There are a number of reasons for this, including the fact, for example, that there will be teachers who become qualified whilst already on payroll, and teachers will return to the payroll from other sectors or after temporary periods of leave. The Ministry plans to release the 2018 update to the teacher workforce series and a new teacher movement (in and out of the workforce) data series on the Education Counts website on 29 March 2019.

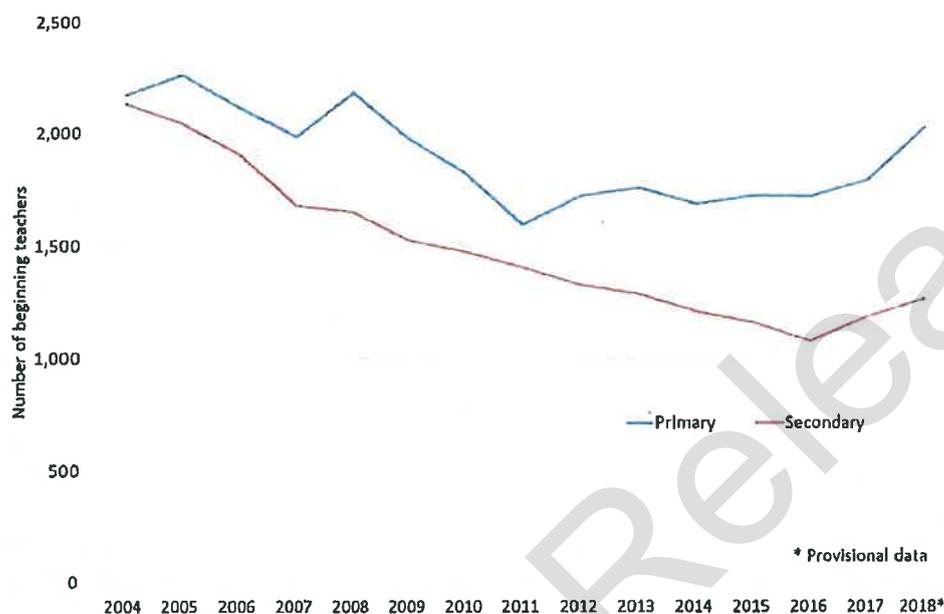
Analysis

How many beginning teachers start each year and in what type of role do they start?

7. Figure 1 overleaf shows that the total number of beginning teachers decreased steadily between 2004 and 2011 in both the primary and secondary sectors. Since 2011, the

number of beginning primary teachers has grown, with provisional figures for 2018 showing a 13% increase in the latest year. The decline in beginning secondary teachers continued to 2016, but we have seen a growth in 2017 and in provisional figures for 2018.

Figure 1: Beginning teacher volumes, by sector



- The majority of beginning primary teachers are employed in fixed term full time roles, although this proportion has declined since 2016 (Figure 2 overleaf). This was not the case for beginning secondary teachers during the 2000s, with permanent full time roles being predominant (Figure 3 overleaf). There was a period between 2011 and 2016 when more beginning secondary teachers started in fixed term full time roles than in permanent roles. However, since 2014, the proportion of beginning secondary teachers starting in permanent full time roles has been increasing and numbers starting in permanent full time roles now exceed those starting in fixed term full time roles.

Figure 2: Primary beginning teachers – proportions by employment status in their first role

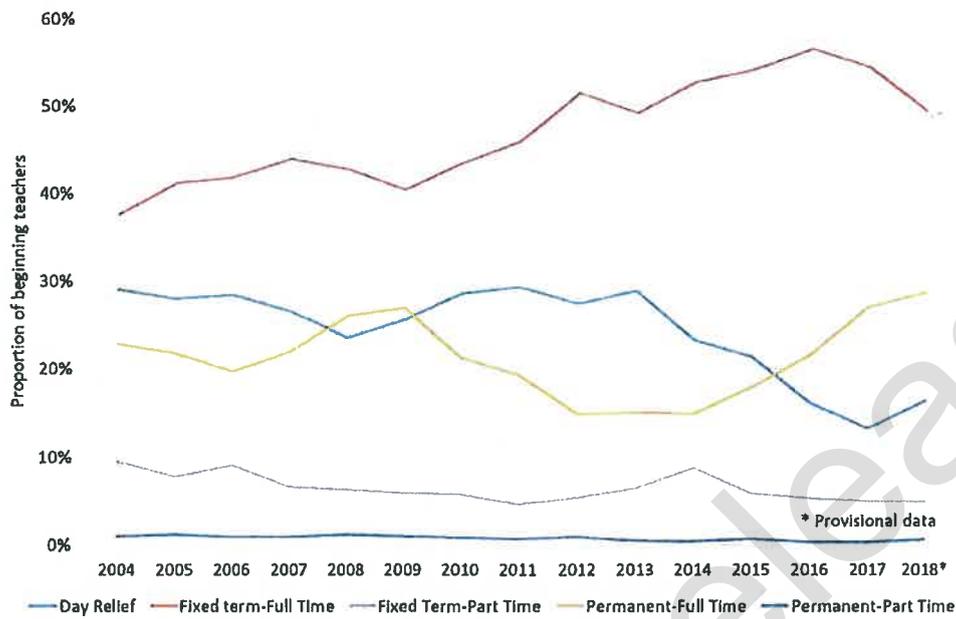
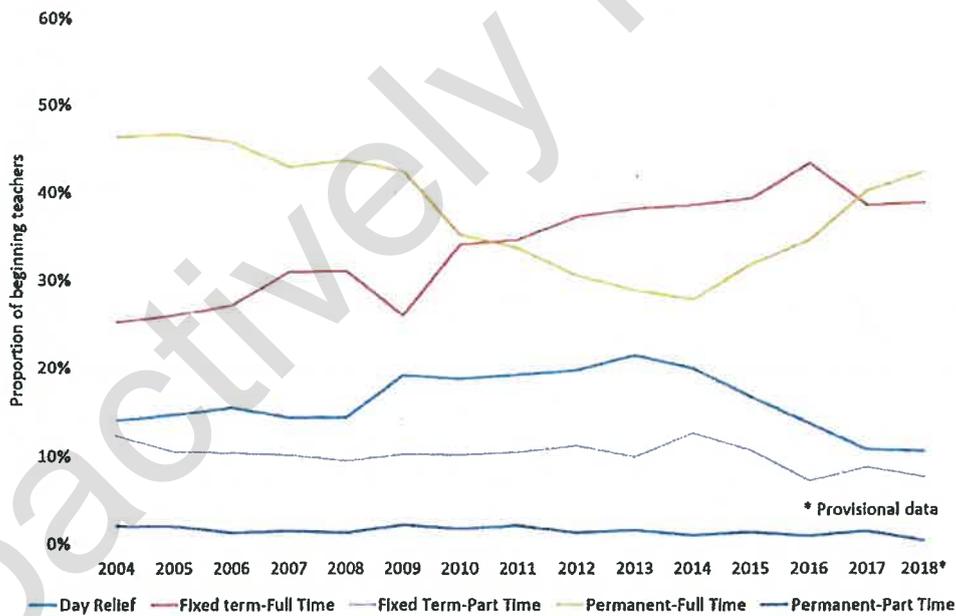


Figure 3: Secondary beginning teachers – proportions by employment status in their first role



9. For both sectors, the proportion of beginning teachers employed in permanent full time roles declined between 2009 and 2014 but has increased since then. In 2018, beginning teachers were more likely to be in a permanent role, more likely to be in a full-time role, and less likely to be employed in a reliever role than in previous years. This is to be expected in a period of constrained teacher supply.

What do beginning teachers do next?

10. In Figures 4 and 5 below, we look at a cohort of beginning teachers and see what type of role they are in three years later. We group beginning teachers who started in 2014 by their employment status that year (day relief, fixed term or permanent role), and look at how the employment statuses for those groups of teachers have changed by 2017.
11. Beginning teachers who commence work in a permanent (full or part time) position are highly likely to remain in a permanent role. Of beginning primary teachers who started in a permanent position in 2014, 81% were still employed in a permanent role in 2017, with a comparable secondary teacher figure of 75%.
12. Many beginning teachers starting in fixed term (full or part time) roles will transition to a permanent role within three years. 56% of primary beginning teachers, and 60% of secondary beginning teachers, in fixed term roles in 2014 had progressed to permanent roles by 2017.
13. Retention of beginning teachers employed into permanent roles is high. Around 90% of primary teachers, and 82% of secondary teachers, starting in permanent roles in 2014 were still employed in 2017. Retention of teachers starting in fixed term roles was slightly lower with around 80% of primary and secondary beginning teachers in fixed term roles remaining on the payroll after three years. Beginning teachers who start in day relief roles had the lowest retention rates when comparing by initial employment status. By 2017, a third of teachers beginning in day relief roles were no longer on the education payroll.

Figure 4: Subsequent employment status (in 2017) of a cohort of primary teachers, by employment status in their first year (in 2014)

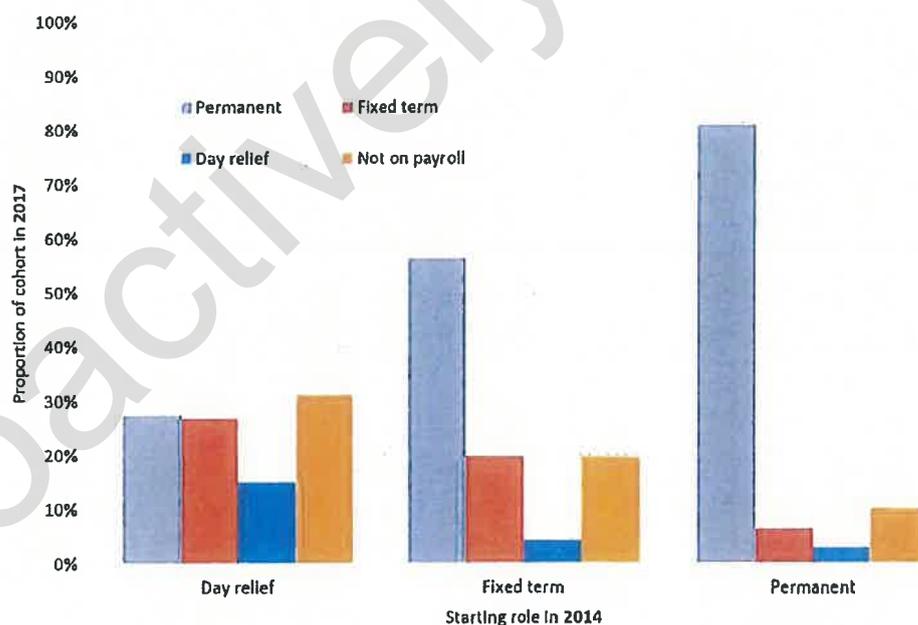
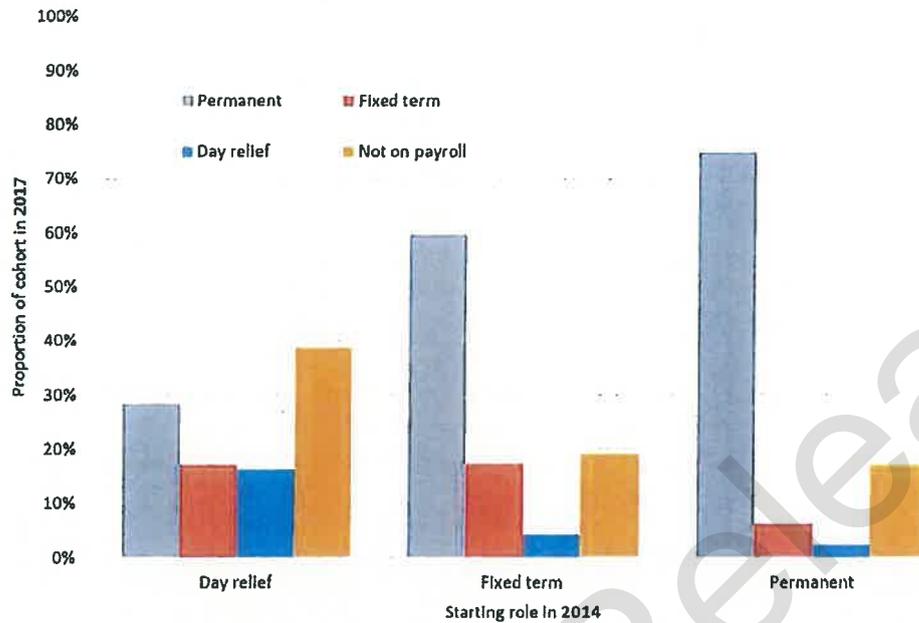


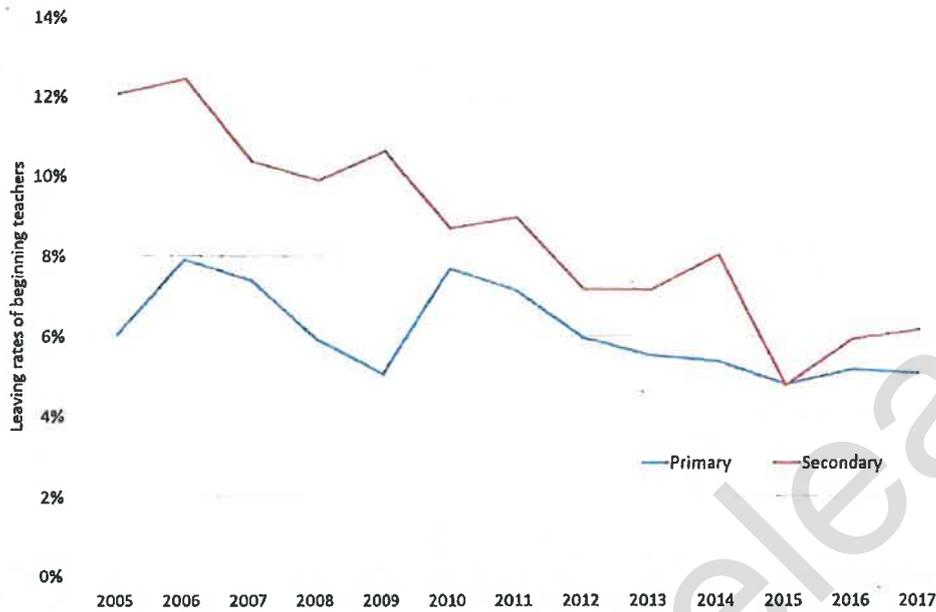
Figure 5: Subsequent employment status (in 2017) of a cohort of secondary teachers, by employment status in their first year (in 2014)



14. We have also analysed leaving rates, where a leaving teacher in a given year is defined as someone who taught and appeared on payroll in the previous year but are no longer teaching. For beginning teachers, this translates to teachers who no longer appear in payroll in the year after they began. Leaving rates are calculated as the number of teachers who left in a given year divided by the total number of teachers in the previous year. This part of our analysis focuses on regular teachers only (that is, we exclude day relief teachers) and uses payroll data up to 2017.

15. Figure 6 overleaf shows that the rate of regular beginning teachers leaving the profession after one year of teaching has been declining in recent years for both sectors.

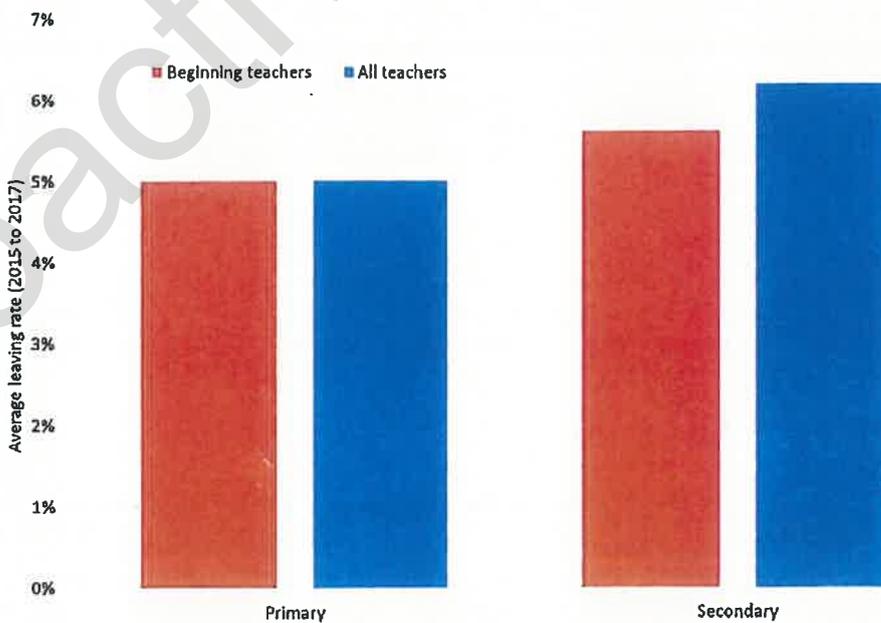
Figure 6: Leaving rates for beginning teachers, by sector



16. Leaving rates for secondary beginning teachers have historically been higher than for primary beginning teachers, though the secondary leaving rate has dropped much closer to primary sector levels in recent years.

17. The leaving rate for beginning teachers in each sector is similar to the rate when looking at all teachers in the sector (Figure 7). In other words, beginning teachers appear to be no more likely to leave the profession after one year than more experienced teachers are to leave in any given year.

Figure 7: Average leaving rate (across 2015 to 2017) for beginning teachers and all teachers, by sector



Overseas recruitment

18. Of the 260 teachers placed from overseas as at 17 March 2019, 80 (31%) are or will be engaged in fixed-term roles and 180 (69%) are or will be in permanent positions. Note that overseas teachers' right to work in New Zealand will vary regardless of the role they are appointed to. Some will be returning New Zealanders while others hold work visas for one year or longer.

Next Steps

19. The Ministry plans to release the 2018 update to the teacher workforce series and new teacher movement (in and out of the workforce) data series – which includes entering and leaving rates for all regular teachers – on the Education Counts website on 29 March 2019, and shall brief you on this shortly.

Proactive Release

20. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.