

Education Report: Teacher Supply Update and Communications Approach

To:	Hon Chris Hipkins, Minister of Education		
Date:	18 October 2019	Priority:	High
Security Level:	In Confidence	METIS No:	1207701
Drafter:	Tracilee Linders	DDI:	s 9(2)(a)
Key Contact:	Rebecca Brew-Harper	DDI:	
Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of Report

This report provides a detailed update of the progress and impact of the Teacher Supply initiatives, introduced as part of the December 2017 Teacher Supply package [CAB-17-MIN0535], continued through Budget 2018 (including reprioritised funding in October 2018) and Budget 2019 [CAB-19-MIN-0174.13] to address forecast demand.

You have also received a companion paper on the Teacher Demand and Supply Planning Tool (TDS Tool) [METIS 1201644] and other demand and supply data [METIS 1193978].

This paper updates you on how the current Teacher Supply initiatives are tracking to meet these new projections and includes the communications approach and plan.

Summary

- This report provides you with detailed information on the progress and impact of the Teacher Supply initiatives which the Government introduced in December 2017, continued through Budget 2018 (including reprioritised funding in October 2018) and Budget 2019 to increase teacher supply.
- Progress across the initiatives to increase teacher supply has been strong. The teacher supply initiatives are expected to continue to support schools to meet their recruitment needs for the remainder of 2019 and heading into the 2020 school year.
- As at 7 October 2019¹, 421 returning New Zealand and overseas trained teachers have taken up vacant teaching positions since the initiative commenced in September 2018.
 - 179 returning New Zealand teachers have taken advantage of our teacher supply initiatives.

¹ It should be noted a person may have accessed more than one initiative

- There are 61 people teaching in classrooms on a Limited Authority to Teach (LAT) because of the teacher supply initiatives.
 - We have supported 196 beginning teachers into classroom, some of these would not have been taken into schools without the support of our Auckland Beginner Teacher (ABT) and National Beginner Teacher (NBT) grants.
 - 76 teachers from the 2019 cohort of Teach First are currently teaching in classrooms.
 - 1912 teachers have enrolled in TER since the subsidy began, these enrolments can be attributed ECE (491), Primary (880) and Secondary (541) sectors.
 - Whilst we have created a supply pipeline through the initiatives, we have not seen the level of demand expected given the tools initial results.
- The report also outlines the proactive communication approach and plan for the release of this information.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** the progress and impact of the Teacher Supply initiatives. **Noted**
- b. **note** the proposed communications approach and plan. **Noted**
- c. **agree** that this Report is proactively released as part of the next proactive release publication.

Agree Disagree


 Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement
 18/10/2019


 Hon Chris Hipkins
Minister of Education
20/10/19

Background

1. To date, there have been four separate investments in Teacher Supply, totalling \$135 million, since December 2017. The most recent investment announced in May 2019 as a pre-Budget announcement committed \$95 million to teacher supply initiatives. This funding took effect from 1 July 2019, therefore an update on some of those initiatives is not included in this paper.
2. Investments since October 2018, followed the projections of the October 2018 version of the Teacher Demand and Supply Planning Tool (TDS Tool).
3. Progress across the initiatives to increase teacher supply has been strong. We have implemented a suite of initiatives that assist to address teacher shortages. This includes supporting teachers to return to teaching, supporting graduates into their first roles, encouraging graduates to teach in hard to fill areas and subjects, bringing New Zealand trained teachers home to teach and attracting overseas trained teachers to come and teach in New Zealand.
4. The teacher supply initiatives are expected to continue to support schools to meet their recruitment needs for the remainder of 2019 and heading into the 2020 school year.

Progress of Initiatives

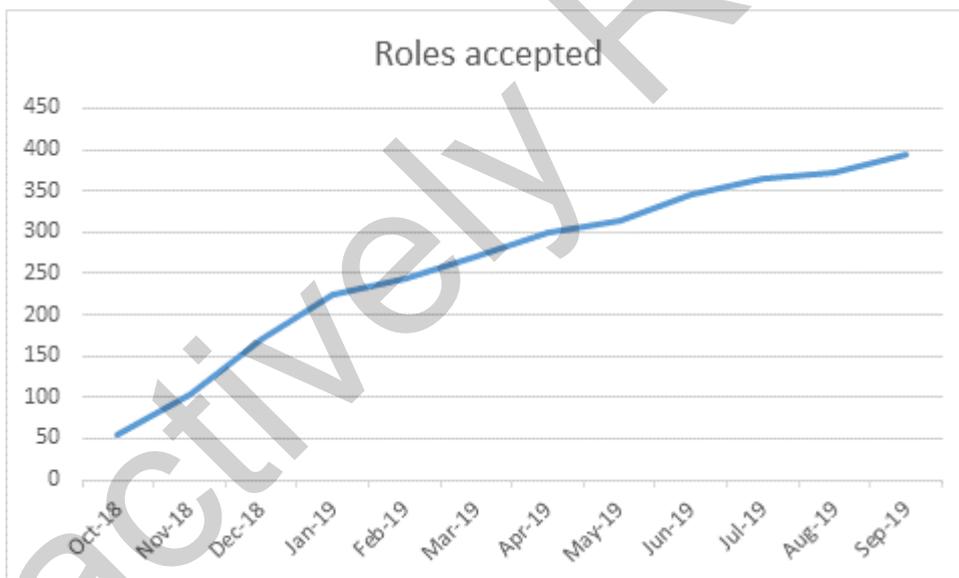
Returning New Zealand and Overseas Trained Teacher Recruitment (OTR)

5. Funding has been received in the following packages:

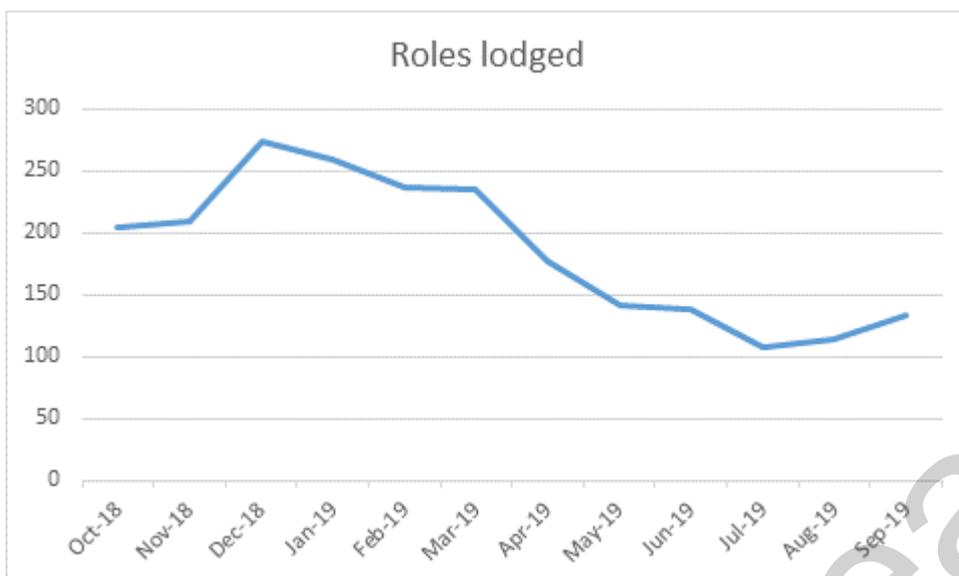
December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
		✓	✓	✓

6. Returning New Zealand and overseas-trained teacher recruitment was introduced as a new investment in the October 2018 reprioritisation, which provided allocated funding for 2018/19 and Budget 2019 which provided allocated funding until 2022/23.
7. The aim of the investment was to increase the pool of returning New Zealand and overseas trained teachers by an additional 500 for 2018 and 400 for 2019. This precludes the ECE reprioritisation.
8. The Ministry promoted a targeted recruitment campaign to attract New Zealand trained teachers home, and overseas-trained teachers with comparable qualifications and subject expertise in areas of identified shortage, to come and teach in New Zealand.
9. The weekly overseas recruitment dashboard as at 7 October 2019 indicates that there have been more than 16,000 applications of interest from overseas trained teachers, however recruiters are only progressing a percentage of these through to the next stage based on demand.
10. Some overseas teachers have now withdrawn their availability to teach in New Zealand having taken up roles either in their own country or with other countries looking to recruit international teachers. This is because of the less than expected demand from New Zealand schools.
11. There are currently 872 candidates available for principals to interview. Of those candidates:

- 389 can be attributed to the primary sector
 - 483 can be attributed to the secondary sector.
12. Since September 2018, 421 teachers have accepted teaching roles in New Zealand schools; this is split by 253 in the primary sector, 168 in the secondary sector. Of the 168, 108 have been into STEM roles.
 13. There are currently 313 teachers available to be considered for STEM roles.
 14. Through the recruitment agencies, 16 New Zealand teachers have returned from overseas and obtained teaching roles in New Zealand. This is low, however, New Zealand teachers traditionally use their own networks when returning home and therefore do not need to utilise recruitment agencies. This means that we do not always have visibility of them through this initiative. However, they are visible through the overseas recruitment grant if they apply for the grant.
 15. As at 7 October 2019, there are 202 vacant teaching roles lodged with the recruitment agencies; some of these roles may be duplicates as principals are not restricted to lodging their roles with only one recruiter.
 16. The vacant teaching roles lodged with the recruitment agencies can be broken down to 104 in the primary sector and 98 in the secondary sector (of which 50 percent are for teachers of STEM subjects).
 17. Our cumulative number of roles accepted continues to rise as per the graph below:



18. Roles lodged have been slowing since the March peak. There are fewer roles lodged since the same time last year, we anticipate this to pick up again as we get closer to the end of the year. Staffing entitlements have recently been released and we anticipate that this, as well as backfill for people taking LSC positions, will contribute to the pickup we are expecting.



19. The cross agency overseas recruitment working group (Ministry of Education, NZQA, MBIE Immigration, Teaching Council, Education Payroll and Salary Assessment) continue to work collaboratively to ensure the smooth and timely processing of teachers through the visa application, qualification recognition and registration processes. This group has been invaluable in identifying ways to smooth the path for overseas teachers and ensure there are no unnecessary delays.

Overseas Relocation Grant (ORG)

20. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
	✓	✓	✓	✓

21. This initiative is targeted to attract New Zealand trained teachers home and overseas trained teachers to come and teach in New Zealand. It allows these teachers to apply for a grant to offset their relocation costs if they commence employment for at least 12 months in a state or state-integrated school.
22. The ORG was a new investment in the December 2017 teacher supply package with funding allocation for 2017/18. Budget 2018 provided for an additional year of funding for 2018/19. In September 2018, a criteria change was made to decouple the ORG from the Finder's Fee, this resulted in an extension of investment to fund an additional 500 overseas teachers in 2018/19.
23. Budget 19 provided for an additional four years of funding which means we have at least 940 grants to disperse over that period.
24. In the May 2019 Teacher Supply Update [METIS 1189335] we reported that since the fund opened that we had approved 409 ORG applications, as at 30 September 2019, the full breakdown is as follows:

Approved	752
Declined	44
Withdrawn	1

Processing	44
Total Applications Received	841

25. Of those approved applications:
- 425 can be attributed to the primary sector
 - 327 can be attributed to the secondary sector
 - 115 are returning New Zealand primary teachers
 - 78 are returning New Zealand secondary teachers.
26. The ORG gives us a good view of New Zealand trained teachers returning from overseas who are not necessarily visible to us through other initiatives.
27. Planning for when the Ministry will incur costs associated with the ORG is complex as applicants have three months to apply for the grant after starting their role, and then they receive 50 percent of the approved amount after 10 weeks of teaching and the remainder after 30 weeks teaching. This means that payments can be made across more than one financial year.
28. We will be working with Treasury to ensure that we have made provision for any grants that will require payment across more than one financial year.

Finder's Fee (FF)

29. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
	✓	✓	✓	✓

30. This initiative provides a reimbursement to schools who incur costs associated to recruitment of overseas teachers (either through the Ministry appointed recruitment agencies or other channels). If they successfully appoint an overseas teacher, they can apply for the FF to offset their part of the recruitment costs. When combined with the subsidised recruitment of using a Ministry appointed recruitment agency, it makes the recruitment process effectively free to the school.
31. The FF was coupled within the ORG as a new investment from the December 2017 and Budget 2018 Teacher Supply package. In September 2018, a criteria change was made to decouple the FF from the ORG, this resulted in a reprioritised investment being moved to 2018/19. By decoupling we made it easier for schools to access this funding.
32. Budget 19 provided for an additional four years of funding which means we can reimburse 800 schools over that period.
33. In the May 2019 Teacher Supply Update [METIS 1189335] we reported that since the Fund opened that we had reimbursed 231 schools for Finder's Fees. As at 30 September 2019, the full breakdown is as follows:

Approved	350
Declined	21
Withdrawn	3
Processing	25

Total Applications Received 399

34. Of those approved applications:

- 206 can be attributed to the primary sector
- 144 can be attributed to the secondary sector
- six were paid to schools who employed returning New Zealand primary teachers
- three were paid to schools who employed returning New Zealand Secondary teachers.

Professional learning and development for overseas teachers

35. The Ministry worked with Otago University to provide induction support for overseas teachers who came through our recruitment campaign as well as those who independently found a teaching role in New Zealand. The support continues into 2020.
36. Included in the support is online modules and workshops with particular focus on understand the New Zealand curriculum and working in the cultural context of New Zealand.

Expanded bilingual education study award for primary and secondary teachers (BES)

37. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
			✓	

38. This is an expansion of an existing TeachNZ Study Award. Funding was allocated in Budget 2019 to fund an additional 42 FTTE bilingual education study award. Historically this study award was oversubscribed.
39. The Bilingual Education Study Award aims to increase the supply of high-quality bilingual and immersion teachers by encouraging teachers and principals to increase their proficiency and skill in te reo Māori me ōna tikanga.
40. The study award provides paid leave to study and a contribution towards course fees. Applicants will continue to receive their normal salary for the duration of the study award. The school or ECE service receives relief funding while they are on leave.
41. The study award round opened in July 2019 and closed 2 September 2019. In total 53 applications were received. The panel will meet to assess the applications in early October 2019, and notifications will be sent to all applicants by mid October 2019.

Co-design of Iwi based scholarships programme for primary and secondary teachers (IBS)

42. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
			✓	

43. This is a new investment which was allocated in Budget 2019 to fund the co-design and implementation of a pilot scholarship programme. The pilot will be undertaken with a number of Iwi across the country who are in a state of readiness. This investment will fund 80 scholarships to support people into initial teacher education.
44. Work is progressing well on this pilot scholarship programme and we are engaging with the following iwi:
- Tauranga Moana: Ngāti Ranginui, Ngāi Te Rangī
 - Mātaatua: Ngā Pōtiki a Tamapahore, Te Whānau-ā-Apanui; Ngāi Tai, Whakatōhea, Tapuika Iwi Authority
 - Te Arawa: Ngāti Tūwharetoa, Ngāti Te Roro o te Rangī / Ngāti Uenukukopako, Ngāti Tuteniu
 - Mātaatua: Ngāi Tamahaua, Ngāti Tarawhai
 - Te Taitokerau: Ngāti Wai, Ngāpuhi, Te Hiku iwi
 - Tāmaki: Ngāti Whātua, Te Kawerau-ā-Maki
 - Hauraki: Hauraki Māori Trust Board, Ngā Iwi o Pare Hauraki, Ngāti Whanaunga
 - Tainui: Waikato-Tainui, Ngāti Maniapoto, Ngāti Hauā, Ngāti Raukawa
 - Te Taihauāuru: Te Ātihaunui-ā-Pāpārangi
 - Te Waipounamu: Ngāi Tahu
 - Rēkohu / Wharekauri: Ngāti Mutunga o Wharekauri, Moriori.
45. This pilot scholarship programme has been well received regionally.

Development of a fund to support more employment-based Initial Teacher Education (EBITE)

46. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
			✓	

47. This is a new investment which was allocated in Budget 2019 to support 240 places over four years in one or more new employment-based ITE programme. The purpose of the investment is to enable more people to undertake their teaching qualification while working as a teacher, with appropriate supervision and support. This will create a new pathway for people to train as teachers while working and maintain an income.
48. The investment can be used to fund some of the development and delivery costs, contribute to the cost to schools and wharekura of employing a trainee teacher and contribute to the cost of providing an in-school mentor/associate teacher for each trainee.
49. The Ministry's role in this process is not to develop the programmes, but to facilitate a robust process for providers (and these may not necessarily be traditional ITE providers) to put their programmes forward for evaluation and selection.

50. We are in the information gathering stage of this process. We published a Request for Information on GETS and have hosted and attended many hui across the regions to understand pain points. We are continuing those meetings throughout October 2019.
51. There have been high levels of engagement with iwi, existing ITE providers, potential new providers and principals.
52. We also commissioned literature reviews on EBITE in English and Māori medium settings to help us better understand how EBITE could be implemented in both English and Māori medium settings.
53. In September 2019, we published an Advance Notice on GETS advising that we intend on going out to the market through an Open Tender process in the first quarter of 2020.

Teach First NZ

54. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
✓	✓		✓	

55. This initiative is an employment based Initial Teacher Education (ITE) programme that aims to provide secondary teachers in lower decile communities.
56. The Teacher Supply package in December 2017 increased the places available for the start of the 2019 year (cohort 2019) from 45 to 80 places. Budget 2018 provided funding for a further 80 participants that will start in classrooms in January 2020 (cohort 2020).
57. Budget 19 provided for an additional three years of funding which included funding for a further 20 participants to start in classrooms as part of cohort 2020. This brings the total number of participants to 100 for each of the next three years.
58. Teach First, Ako Mātātupu currently has 76 participants from the 2019 cohort working in schools across New Zealand. The initial intake for 2019 was 82 participants, however, circumstances changed for some of the participants between completing the November 2018 introduction programme and commencing in schools.
59. The 2019 cohort are teaching in 44 schools across the country including Auckland, Northland and Waikato/Bay of Plenty, and, for the first time, Gisborne, Hastings, Wellington, Invercargill, Greymouth and Southland, including four participants teaching in Māori-Medium Kura.
60. Teach First NZ has completed two rounds (out of three) of applications for the 2020 Cohort. In round one 164 applications were received, this resulted in 39 places being offered (this includes 17 people who deferred from 2018 recruitment round).
61. Round two figures will be provided to the Ministry on 25 November 2019 as per our funding agreement.
62. This programme continues to be well received by Secondary Principals who support the programme and have been able to employ high quality programme participants.

Expanded TeachNZ scholarships programme for primary and secondary teachers

63. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
			✓	

64. This is an expansion of the current scholarships fund available through TeachNZ. The fund is used to encourage people into teaching and to support people to move into identified shortage areas.
65. Funding was allocated in Budget 19 for the 2020, 2021, 2022 and 2023 programme. The aim of the funding is to make the scholarships programme open to more people which will contribute to more equitable outcomes and be more inclusive.
66. Building on the findings of the NZCER Scholarship review, the programme will offer 'general' scholarships available for those enrolled across all approved ITE programmes for ECE, primary and secondary. One of these scholarships is aimed at 'career changers', and a second scholarship is aimed at school leavers, graduates and those that fall outside the criteria of a 'career changer'.
67. The two current career changer scholarships have been amalgamated into one Māori immersion career changer scholarship that covers both secondary and primary settings. This change is mirrored by the current Māori Medium Primary and Te Reo Secondary scholarships also merging into one Māori immersion scholarship.
68. The current Kupe scholarship programme, for Māori and Pacific High Achievers, is continuing to run as it has previously.
69. All of the scholarships are available for both undergraduates and graduates.
70. The TeachNZ scholarships will be open for three rounds across the year, catering for those intending to study, or who will be studying on a 2020 initial teacher education programme.
71. Round 1 of the TeachNZ Scholarships opened on 19 August and closed on 4 October; we have received in excess of 600 applications (we received 331 for round 1 in 2019). As expected application numbers for Te Huarau and Te Huawhiti Career Changer scholarships have been very heavy (these are the new general scholarships available across all sectors and all subjects), but much lighter for the MM/TRM Scholarships. Application numbers for the Kupe Scholarship are still light, but this is expected because of the time of year. We have started planning a focused marketing and promotion programme to increase awareness and uptake of the MM/TRM Scholarships.
72. Round 2 opens for applications on 6 December 2019 and will close on 24 January 2020. Round 3 will open for applications on 4 April 2020 and will close on 5 June 2020.
73. You will be advised of uptake of the scholarships through our EWU reporting process.

Auckland Beginning Teacher Fund (ABT), formally the Auckland Beginning Teacher Project

74. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
✓	✓			

75. This initiative is managed jointly between the Ministry of Education and Auckland Primary Principals' Association (APPA), to support beginning teachers in Auckland primary schools through to full certification, ensuring they obtain specialist skills in junior and new entrant classrooms.
76. The ABT was an existing initiative, which was extended in the December 2017 Teacher Supply package with funding allocation for 2017/18. Budget 2018 provided for an additional two years of funding for 2018/19 and 2019/20.
77. The process for awarding ABT grants is led by the APPA. Each school year, 60 grants are made available to primary schools to hire a beginning teacher in the Auckland region.
78. In the May 2019 Teacher Supply Update [METIS 1189335] we reported that for the 2019 school year 53 primary schools have appointed their beginning teachers and the Ministry has paid the grant to those schools.
79. As at 30 September 2019 the full breakdown is as follows:

School Year	Allocated
2018	41
2019	58
2020	59

Teacher Education Refresh (TER) Subsidy

80. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
✓	✓			✓

81. This initiative is a Teaching Council programme designed for teachers with limited or no teaching experience since qualifying, in particular it is for:
- Provisionally certificated teachers who have been unable to get a full practising certificate within six years of registration.
 - Qualified, non-practising teachers, who completed their training more than six years ago and who are now applying to become registered.
82. The TER subsidy was a new investment in the December 2017 Teacher Supply package with funding allocation for the 2017/18. Budget 2018 provided for an additional four years funding until 2022/23. In September 2018, a criteria change was made that enabled overseas-trained teachers to be eligible for the subsidy if they were required to do TER.
83. TER enrolment data and completion data is collected and collated by the Teaching Council. The enrolment data is made available to the Ministry on a weekly basis and the completion data is made available on request.
84. Since the subsidy began in February 2018, 1912 students enrolled to complete TER.
85. Those enrolments are held with Open Polytechnic (1201), Auckland University (482), Te Rito Maioha (208), Institute of Registered Music Teachers (21).
86. The enrolments can be attributed to the following sectors:
- ECE (491)
 - Primary (880)

- Secondary (541).

87. As at 30 September 2019, of those students who enrolled in TER since the subsidy commenced, 678 have passed the programme. The table below provides more detail on failure, withdrawal and deferment rates:

Enrolment Year	Provider	Pass	Fail	Defer	Withdraw	Total
2018	Auckland	194	9	9	13	225
	IRMT	4	0	0	4	8
	Open Polytechnic	262	0	0	82	344
	Te Rito Maioha	83	0	6	26	115
	Waikato	0	0	0	9	9
2019	Auckland	116	1	2	9	128
	IRMT	0	0	0	0	0
	Open Polytechnic	4	0	0	0	4
	Te Rito Maioha	15	1	1	6	23
	Waikato	Students transferred to Open Polytechnic				
Total		678	11	18	149	856

88. TER students have up to 12 months to complete the programme.

89. We expect to be able to report to Cabinet as per CAB-19-MIN-0174.13 with greater detail on TER, specifically on who returned to teaching or remained in teaching after completing TER. We will also address in that Cabinet paper, due in late November changes that we are proposing to meet the revised TDS TOOL projections.

National Beginning Teacher Induction Grant (NBT)

90. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
		✓	✓	✓

91. This initiative supports an increased number of beginning teachers into their first role. It provides financial assistance to schools for inducting, training or mentoring a beginning teacher, before they take on their own classes.

92. NBT was introduced as a new investment in the October 2018 reprioritisation, which provided allocated funding for 2018/19.

93. Budget 19 provided for an additional 2 years of funding which means we can assist 400 new beginning teachers into their first roles.

94. In November 2018, the NBT application round was opened to both primary and secondary schools. The round was oversubscribed by 63 applications. We awarded all 230 available grants.

95. Some schools were allocated more than one grant and some schools have since relinquished their grant, and those relinquished grants were dispersed to schools who missed out in the initial round.
96. In the May 2019 Teacher Supply Update [METIS 1189335] we reported that we awarded 155 grants to primary and 75 to secondary schools. As at 30 September 2019 this has resulted in 138 beginning teachers being appointed. The full breakdown is as follows:

Primary	96
Secondary	42

Number of BT's Appointed 138

97. Based on these results, we have confidence that remaining schools who have been awarded grants will convert those into beginning teachers before the end of the 2019 school year.

Voluntary Bonding Scheme (VBS)

98. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
✓	✓		✓	

99. This initiative encourages newly graduated teachers to teach in certain locations and areas of need for a three year period.
100. The VBS was an existing initiative, which was expanded to include criteria for Auckland schools and shortage subjects nationwide in the December 2017 Teacher Supply package with funding allocation for the 2017/18. Budget 2018 provided for an additional one year of funding for 2018/19.
101. Teachers will be able to apply for VBS payments within six months of completing three years consecutive employment. The table below shows when these are payable.

Financial Year Commenced Teaching	Financial Year Eligible for Payment
2017/18	2020/21
2018/19	2021/22
2019/20	2022/23

102. The full uptake of the scheme will not be known until the end of 2021.

Recruitment, Retention and Responsibility National Fund (3R)

103. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation

✓	✓	✓		✓
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104. This initiative enables schools to receive a payment if the school is unable to recruit a registered and certificated teacher to an advertised position; the fund supports school use of 3R payments to employ a person who holds a Limited Authority to Teach (LAT).
105. 3R was introduced as a new investment in the December 2017 teacher supply package with six months funding allocation (2017/18). Budget 2018 provided for an additional year of funding for 2018/19.
106. In September 2018, you enabled a policy setting to take place that meant that schools do not have to show an operating loss in order to be paid the grant. As a result of this change, we anticipated a great number of schools would hire a LAT and that LAT applications would increase by 120 applications. This was outlined in the October 2018 reprioritisation package where we reprioritised funding from existing baseline to actively promote 3R.
107. In the May 2019 Teacher Supply Update [METIS 1189335] we reported that since the fund opened 35 schools received 3R Fund payments. As at 30 September 2019 the full breakdown is as follows:

Approved	61
Declined	2
Withdrawn	0
Processing	1

Total Applications Received 64

108. Of those approved applications:
- 11 can be attributed to the primary sector.
 - 50 can be attributed to the secondary sector.
109. We are currently looking at the purpose of this fund and broadening how it might be used to support the delivery of subjects where there are recognised shortages of specialist skills.

Increase in Student Achievement Component funding rate for ITE programme (SAC)

110. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
			✓	

111. This is a new investment which was allocated in Budget 2019 to support providers of initial teacher education (ITE) to meet new standards, issued by the Teaching Council of Aotearoa New Zealand, which include strengthened requirements for professional experience placements for trainee teachers.
112. The Tertiary Education Commission (TEC) will manage the funding – which will be paid to providers based on their ITE enrolments, through the existing funding system and under providers' agreed investment plans.

113. This investment is primarily about improving the quality of new, New Zealand trained teachers. We expect to see an increase in the numbers of local ITE graduates gaining work as teachers, and as school principals gain confidence that newly qualified teachers are well prepared for the classroom.

Reach and engagement (marketing and promotion of teaching as a career)

114. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
✓	✓		✓	✓

115. Over the month of July 2019, we ran a staff campaign using existing Become a Teacher collateral. The campaign resulted in 41,903 clicks through to the Ministry's Become a Teacher website (www.becomeateacher.co.nz).
116. Among the key learnings from this campaign were that it is harder to engage parents and people within the demographic target group of 18-34. This is due to difficulty in gaining attention within the volume of messaging and content that it targeted at this popular audience, every day. As a result click through rates were low.
117. We are currently in the 'define' stage of developing a new campaign, where the insights being gathered through research and analysis, are confirming that parents and whānau are the key influencers in peoples' career choices, along with the perceptions of teaching as a career.
118. While we develop the new campaign, we are currently looking to confirm a proposal for television (for broad reach), and/or digital media (for more targeted messaging) using existing produced content.

Analysis and research

119. Funding has been received in the following packages:

December 2017	Budget 2018	2018 Reprioritisation	Budget 2019	ECE Reprioritisation
			✓	

120. The allocated funding has been spent on collecting and extracting complex data and design models to predict workforce demand and supply. We have purchased the services of MOTU to review the Teacher Demand and Supply tool design and methodology and to undertake analysis of the ECE sector.
121. We have committed to the following for remainder of FY 19/20:
- Evaluations to support the workforce priority workstream on the following teacher supply initiatives: Overseas Trained Teacher recruitment.
 - Employment-based initial teacher education for Secondary.
 - Teacher Education Refresh Subsidy.
122. We are developing a Workforce Data Strategy to support next financial years' requirements as well as development and implementation of business requirements and documentation to transfer teacher supply data and information into the Vault

123. We are also cementing an agreement to undertake some analysis and information to support Te Reo Māori and identify teacher and language proficiency requirements to support Rangai Māori.

Analysis of funding allocation

124. Funding for the package of initiatives has been provided externally through Budget 2018 and the reprioritisation in Vote Education.
125. The uptake for a number of these initiatives assumed that the uptake would occur at the beginning of the 2019 school year. For the most part, expenditure across initiatives is driven by the uptake of initiatives by schools/teachers and the achievement of particular milestones.
126. Detailed analysis on expenditure to date will be provided in the Budget 2019 Cabinet paper [CAB-19-MIN-0174.13]. This is due at SWC in late November 2019,
127. ECE prioritisation and the associated cost pressures that may occur due the ECE reprioritisation will also form part of the Budget 2019 Cabinet paper [CAB-19-MIN-0174.13].
128. The following table shows how the Budget 19 funding for schooling has been reprioritised to enable us to stand up the ECE Teacher Supply initiatives announced on 4 September 2019.

	OTR	ORG	FF	NBT	MKTG	TER	3R	TOTAL
Allocated Funding for 2019/20	2,200	2,100	900	2,000	1,000	1,000	1,240	10,440
Funding reprioritised to ECE Initiatives	875	700	300	350	593	100	800	3,718

Remaining Allocated Funding for 2019/20

1,325	1,400	600	1,650	407	900	440	6,722
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129. This trade off means we may not be able to deliver to the extent that we originally anticipated as indicated in the table below:

	OTR	ORG	FF	NBT	TER	3R	TOTAL
	Teachers	Grants	Grants	Grants	Subsidy	Subsidy	
What we were buying in 2019/20	400	300	300	200	400	155	1,755
Reprioritised to ECE Initiatives	146	100	100	35	40	55	476

What we will be buying now

254	200	200	165	360	100	1,279
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130. In summary, we will have fewer:

- teachers coming from overseas
- grants to entice returning New Zealand and overseas trained teachers to teaching New Zealand
- grants available for schools to recruit from overseas

- grants for schools to hire beginning teachers
- grants for schools to hire LATs in key subject shortage areas
- subsidies for teachers doing refresher training
- coverage for the marketing campaign.

Communications

131. We have a communications package (Annex 1 - Communications Package). This includes our intention to release the update of the TDS TOOL and to provide a pre-briefing to selected media and sector stakeholders immediately prior to the release as per the approach taken last year.
132. The objectives of the communications are to:
- Reassure the public and the sector that there are qualified teachers to meet demand for 2020 and supply measures have been working.
 - Ensure principals and school leaders know to address their recruitment needs for the New Year as early as possible and are aware of all the options to help.
 - Demonstrate we are working proactively to attract Kiwis to the profession, and encourage a broader range of people to train as teachers whilst addressing shortage subjects such as te reo Māori.
 - Remind the public that teachers are needed especially at secondary level – and reinforce teaching as a valued and respected profession, or encourage family and friends to consider teacher training.

Conclusion

133. Overall, the initiatives are proving to be popular.
134. The latest update of the TDS TOOL shows a further 860 primary and 160 secondary teachers will be required throughout the 2020 school year and we are well placed to meet this demand.
135. We anticipate uptake to level out as we move towards future financial years.
136. The ECE reprioritisation will impact primary and secondary teacher supply initiatives for schooling during the 2019/20 financial year.

Proactive Release

137. We recommend that this Report is proactively released. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.