



## Briefing Note: SPANZ's suggested changes to existing teacher supply initiatives

<b>To:</b>	Hon Chris Hipkins		
<b>Date:</b>	30 August 2018	<b>Priority:</b>	Low
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1148341
<b>Drafter:</b>	Di Davies	<b>DDI:</b>	s 9(2)(a)
<b>Key Contact:</b>	John McKeefry	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

As requested, this report provides the Ministry of Education's feedback on a number of teacher supply initiatives suggested by the Secondary Principals' Association of New Zealand (SPANZ).

**Note** that this Briefing will be proactively released

### Summary

- Following your recent meeting with the Secondary Principals Association of New Zealand (SPANZ), Mike Williams, SPANZ President, has emailed some suggested changes to the following existing teacher supply initiatives:
  - The Recruitment, Retention and Responsibility (3R) National Fund
  - Teach First NZ
  - Recruitment advertising and promotion
  - Recruitment subsidies
  - Limited Authority to Teach (LAT)
  - Scholarships.
- The Ministry has considered the feasibility of SPANZ's suggestions, and identified what would need to happen in order for these suggested changes to be implemented and/or what the Ministry is currently doing to improve the effectiveness of these initiatives.
- The Ministry is also exploring a number of possible additional teacher supply initiatives to increase teacher numbers in the short to medium-term. We welcome suggestions from the education sector about how our existing teacher supply initiatives can be improved, and what additional initiatives might be effective.



John McKeefry  
**Group Manager – Education Workforce  
Early Learning and Student Achievement**

30/08/2018

Proactively Released

## Background

---

1. There is increasing pressure on teacher supply in certain locations, subjects and parts of the sector. This includes the Auckland region and in specific subjects such as te reo Māori, the sciences, technology and mathematics.
2. To address immediate teacher supply pressures, you announced a \$9.5 million teacher supply package in December 2017. Budget 18 included \$20 million of funding over the next four years to continue providing this support.
3. The Ministry is also currently exploring a number of possible additional teacher supply initiatives to increase teacher numbers for the short to medium-term.
4. In addition, the Ministry offers more than 450 targeted TeachNZ scholarships every year to attract students and graduates into teaching careers.
5. As a result of discussions at your meeting with SPANZ on 16 August 2018, Mike Williams, SPANZ President, has provided you with a number of suggested changes to the existing teacher supply initiatives and TeachNZ scholarships programme.
6. SPANZ's suggestions are outlined below. We have provided our feedback regarding the feasibility of these suggested changes, and identified what would need to happen in order for these suggested changes to be implemented.

### **Recruitment, Retention and Responsibility (3R National Fund)**

7. In December 2017, a \$1 million fund was established to cover additional payments schools can offer to attract or retain a person with Limited Authority to Teach (LAT). There are specific criteria that state and state-integrated schools must satisfy in order to be eligible.
8. Uptake of this initiative has been lower than expected. Budget 2018 included funding to continue providing this initiative over the next two years, however we intend to review the criteria to ensure that more schools are able to access financial support from this fund.
9. Although supportive of the 3R initiative, SPANZ has suggested that the eligibility criteria for 3R payments should be changed so that schools are not required to have made an operating loss in the previous financial year.
10. Currently the school and the applicant must meet all of the following criteria before being eligible for assessment:
  - the person being offered the position holds a LAT granted by the Education Council at the time the application for funding is being made,
  - the position has been advertised in the Education Gazette and either:
    - no registered and certificated teachers applied for the position; or
    - those who applied were demonstrably unsuited to the advertised position
  - the position is being offered for a fixed term period of at least 12 months
  - the school made an operating loss using the latest financial information (if the school made an operating profit, it does not qualify for this funding).
11. SPANZ also suggested that there should be more flexibility regarding the number of 3Rs, to enable experienced LATs to be at or near the top of the pay scale.

### **Ministry feedback**

12. The Ministry will present a report to you shortly, outlining options for dealing with schools having to have made an operating loss in the previous financial year. We will also be providing re-forecasted numbers and associated costs, and recommending the reallocation of some funding associated with 3R to support the recruitment campaign that has commenced for the start of the 2019 school year.
13. In summary there are two issues associated with the criteria to show an operating loss :
  - a. schools see that this specific criteria rewards schools that have not been managed within budget
  - b. schools that have been managed within budget may have achieved this by making trade-offs that they would not have had to make if the 3R was a option for them.
14. Increasing the amount of payments may also be considered. However such changes need to be considered in the context of the LAT status, which is held for a defined period of time. Therefore identifying pathways for these employees to gain teaching qualifications, registration and certification will be a more sustainable option.
15. The medium to long term strategy to increase employment-based initial teacher education (ITE) will support LATs to do this. The policy team are providing advice on ITE more broadly to you soon and this issue will sit in the context of that work.

### **TeachNZ Scholarships**

16. Every year the Ministry offers more than 450 TeachNZ scholarships to attract potential teachers to the profession. These scholarships are targeted towards specific areas of need, including science, technology and mathematics teachers, Māori-medium and te reo Māori teachers, and early childhood teachers with skills in te reo Māori or Pacific languages.
17. SPANZ has suggested that the timing of TeachNZ scholarship rounds should be reviewed, and that current TeachNZ scholarships marketing and promotion does not effectively reach the appropriate target audiences. In particular, SPANZ are concerned that promotion to encourage Māori and te reo Māori teachers is currently ineffective.

### **Ministry feedback**

#### *TeachNZ scholarships schedule*

18. The dates for opening and notifying scholarships for the 2018 year were brought forward in 2017. We have received a variety of feedback about scholarship timeframes from scholarship applicants and recipients, ITE providers, and other stakeholders, through ongoing sector engagement. For each stakeholder who felt the scholarship programme opened too late, there was a stakeholder who felt it opened too early. This suggests that there is no single set of open, close and award notification dates that would suit all key stakeholders. As a result, we have considered these scheduling challenges and intend to run three rounds for all TeachNZ scholarships.
19. For the 2019 scholarship year instead of having different scholarships opening, closing and being notified at different times, we will run three rounds covering all scholarships, with opening and notification dates as below:
  - a. Round 1: Open mid-September 2018, close late October, notify late November

- b. Round 2: Open mid-December 2018, close late February, notify late March
- c. Round 3: Open mid-May 2019, close late June, notify late July.

20. This means that the first round of scholarships for 2019 will be opened slightly later in 2018 compared to 2017, but will be notified at the same time of year as 2017.

*TeachNZ scholarships marketing and promotion*

21. The TeachNZ Scholarships marketing programme runs through two different channels – a formal channel and an informal channel.
22. The formal channel is an agency-designed campaign that targets audience members largely through online and social media activities. This campaign is targeted and appears to a specific demographic based on the type of scholarship being marketed. For example, te reo Māori and Māori Medium advertisements appear to anyone who follows Māori medium or Māori language events or stories online.
23. We will continue using this method of marketing and will sharpen the targeting when required. This should become evident after each round closes and we see what uptake numbers we achieve across the scholarship programme.
24. The informal channel makes use of the Ministry's standard communication channels, such as the School Bulletin and Education Gazette. Additionally, we send communications to organisations that are connected with the communities that are the target audience for the scholarship, such as Te Puni Kōkiri, Te Taura Whiri and kura organisations.
25. This is a valuable method of spreading information about the scholarship programme and we will continue to utilise these channels as well.
26. We will, however, broaden this channel by exploring which publications are appropriate for specific demographics (such as the Leaving School publication for school leavers), and sector or community-based events such as careers expos, Manu Kōrero, Māori and Pacific performing arts competitions and festivals.

**Teach First NZ and other employment-based initial teacher education programmes**

27. Teach First NZ is an employment-based ITE programme where trainee teachers are supported to study and work at the same time. Participants are employed by lower decile secondary schools, predominantly in Auckland, and some schools in Northland, Waikato and the Bay of Plenty. Teach First NZ typically attracts higher numbers of Māori and Pacific recruits, and specialists in shortage subjects.
28. SPANZ has indicated that it supports Teach First NZ, and suggests that the programme should be expanded. SPANZ is also keen to investigate options for developing other employment-based ITE programmes.

***Ministry feedback***

29. As part of the December 2017 and Budget 2018 teacher supply packages, the Teach First NZ programme has been extended for 2019 and 2020, to a maximum of 80 participants for each of these years. This is an increase of 35 (from 45) participants in 2018. Filling 80 places in Auckland and surrounding regions is an already ambitious target and it remains to be seen if Teach First NZ are able to achieve this target in 2019.

30. The Teach First NZ programme is not currently designed to service all parts of the education sector. The programme's philanthropic underpinning requires Teach First NZ to focus on lower decile communities and the programme is approved only to be delivered in secondary schools. Any move to broaden into other sectors requires an amendment, approved by the Teach First Board, to the programme as well as programme approval from the Education Council.
31. Neither of the issues stated above are insurmountable and it is likely that employment-based ITE is a successful method of growing teacher supply in shortage areas or subjects. However, utilising this format of ITE to better address teacher supply issues does not necessarily mean continued expansion of Teach First NZ. A more appropriate solution may be for other providers to offer employment-based ITE programmes that plug the gaps left by Teach First NZ, offer alternatives to the Teach First NZ programme, or can work in concert with the Teach First NZ programme.
32. The Ministry will explore options to provide for more employment-based pathways and qualifications as part of the cross-agency work programme on improving ITE. Advice on the approach to this work programme will be provided to you shortly [METIS 1142582].

### **Marketing campaigns to attract teachers to the profession**

33. SPANZ has suggested that more needs to be done in terms of advertising and promotion to recruit more teachers to the profession.
34. The December 2017 teacher supply package included funding to develop marketing campaigns aimed at lifting enrolments in ITE, encouraging former teachers back to the classroom, attracting overseas-qualified teachers and supporting principals with their recruitment practices.

#### ***Ministry feedback***

35. A broad marketing campaign is now in the final stages of production and will be on air and online from 12 September 2018.
36. The campaign will encourage the New Zealand public to appreciate the value of teaching, encourage former teachers across New Zealand to return to teaching, attract new teachers into ITE, and encourage teachers working overseas (trained here or in other countries) to work in New Zealand.
37. Research completed by Colmar Brunton in August has tested the themes and messaging that underpin the campaign with a representative audience of 896 New Zealanders, including 258 teachers. This testing has confirmed that the campaign taps into the beliefs of the overwhelming majority of those who participated in the research.

### **Recruitment subsidies for schools**

38. SPANZ has suggested that these recruitment subsidies would be a lot more attractive if all of the recruitment costs are met when the recruited teacher satisfies specific criteria. This would also be simpler to administer than the current \$3,000 recruitment allowance. SPANZ has also suggested that schools should have more flexibility in terms of which recruitment agent schools can use, over and above the Ministry's existing two contracted providers, Education Personnel and Oasis Recruitment.

#### ***Ministry feedback***

39. We are currently looking to expand the recruitment subsidies available to assist schools, including the number of agencies contracted to provide this service, as part of our recruitment campaign. We anticipate that a large number of the teachers recruited as part of the campaign will be from overseas.
40. To support schools when they recruit from overseas, a finder's fee of \$3000 is currently available, payable upon the successful application by the recruited overseas teacher for an overseas relation grant (ORG).
41. Currently the requirement for the teacher to receive the ORG first before the school can apply for the finder's fee creates an administrative burden on the school. They have to pay the recruitment agency for the non-subsidised part of the placement and then claim that back from MOE. It also creates administration costs for the recruitment companies to split the recruitment service invoice between the school and MOE.
42. We will be proposing to de-couple the ORG for the teacher from the school's finder's fee and to enable MOE to pay this directly to the recruitment company.
43. In many instances this will completely offset the cost of the recruitment

#### **Limited Authority to Teach**

44. Under section 366 of the Education Act 19 9, the Education Council can authorise an unregistered person to teach on a temporary basis by issuing a Limited Authority to Teach (LAT). LAT applications must meet specific criteria in accordance with the Education Council's *Limited Authority to Teach Policy*.
45. A LAT allows a person who cannot be registered and certificated to be employed temporarily in a teaching position in a specified situation. It is not a form of registration or practising certificate. LATs may be used to cover teaching positions in a variety of roles. They should only be used in the case where a certificated teacher with the required specific skills cannot be found for the role. A LAT is not transferable and can only be used for the purposes for which it was granted, which is named on the approval letter.
46. SPANZ has suggested that more support is needed for the processing of LAT applications, as they believe that the Education Council is taking too long to process and approve applications. SPANZ is of the opinion that the LAT provides a good pathway for specialists to become teachers, but considers that, under the current system, it is too difficult for LATs to become fully-trained teachers.

#### **Ministry feedback**

47. As the Education Council is responsible for overseeing the LAT process, we will engage with the Council to identify what changes can be made to better support schools who are finding it difficult to appoint specialist teachers.

## Key dates

---

48. The following table outlines the upcoming key dates associated with SPANZ's suggested changes to teacher supply initiatives:

Activity	Date	Lead
Marketing launch	12 September 2018	Education Workforce
Advice on cross-agency approach to ITE	5 September	Policy
3R Review	31 September 2018	Education Workforce
ORG Finder's Fee changes	31 September 2018	Education Workforce
Advice on options to improve ITE	November 2018	Policy

## Proactive Release

---

49. It is intended 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.

**Agree / Disagree**