

Secondary School Staffing Survey report 2025

This report summarises the 2025 findings of an annual survey on the teacher staffing situation in secondary and composite schools.



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1. Introduction



In Term 1 2025 principals of state secondary schools and state 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 and reports annually since 1996.

This report is based upon replies received from 147 principals, representing 30% of those who received the survey. The data relates to the survey baseline date of 15 March 2025.

The data has been summarised in this report and individual school responses are not identified. Data for 2019 and 2013 have been used throughout the report to compare the supply situation immediately pre-COVID and with a historic reference point.

Acknowledgements

The annual staffing surveys, and the reports from them, are a unique overview of key indicators of the health of teacher supply in New Zealand and are only possible with the participation of principals from across the motu.

I would like to acknowledge the support of the Secondary Principals' Council and the many principals who gave their time and information to enable the production of this report.

Chris Abercrombie

NZPPTA Te Wehengarua President

2. Executive Summary

The survey findings generally reflect a continuing environment of difficult secondary teacher supply, with some easing in recruitment of middle leadership and increased numbers of applications from overseas teachers.

Some indicators continue to be the worst we have recorded since this series of surveys began in 1996 and show a decline from 2019 (immediately pre-Covid) and a significant decline since 2013.

Key indicators of the health of secondary teacher supply at 15 March 2025 were:

Applications for positions

- Overall applications per position have increased on 2024, boosted by overseas applications and an increase in the number of applicants for leadership positions, and a small increase in the average number of New Zealand trained applicants per classroom position to 1.6.
- The normal experience of principals continues to be not having a choice in selecting applicants from New Zealand for classroom jobs because there were either none (36%) or only one (28%).
- Seven percent of advertised classroom positions had no applicants at all.
- Thirty percent of teaching positions had no suitable applicants and 39% had only one.
- Fifty percent of teaching positions had no suitable New Zealand trained applicants and 34% had only one.

Filling positions

- Twenty-five percent of advertised position could not be filled at all and 6% were filled by people with limited authority to teach (LATs)
- Appointments were made to jobs for which there were no suitable applicants.
- Fifty-seven percent of principals employed untrained or unqualified teachers because they could not find trained and qualified staff. Only about a third expect it to be harder recruiting from overseas.

Curriculum impacts

- Thirty-four percent of principals have teachers working in non-specialist areas because they could not find trained and qualified staff.
- Twenty-nine percent of schools have cancelled or transferred courses to distance learning because of a lack of qualified teachers.

Day relief pool

- The number of available day relievers per school remains one of the lowest recorded at an average of 6.3, with slightly less than half of schools having fewer than five day relievers available.

Retention

- The top reasons reported by principals for staff leaving the secondary teaching service were for retirement and to go overseas.
- Four-fifths of principals are more pessimistic about recruitment of teachers from within New Zealand this year, and about half are pessimistic about retention of teachers through this year compared to 2024.

3. Recruitment

Advertised jobs

Seventy-three percent of the principals had advertised vacant secondary teaching positions between 28 January 2025 and 15 March 2025.

There were 297 actual vacancy positions advertised. 18 jobs were not identified by tenure. Of the rest 68% of positions advertised were permanent vacancies and 32% were fixed term.

The number of jobs advertised over this shorter period ranged from 1 to 11 per advertising school.

Unadvertised vacancies

Thirty-four percent of the schools had vacancies that had not yet been advertised on 15 March. This represented 0.69 positions per school. This is the highest average yet recorded in this survey. Nationally that would reflect 392 unadvertised positions.

The equivalent figure in 2019 was 14% of schools and 0.19 jobs per school, and in 2013 9% of schools and 0.15 jobs per school.

Subjects/positions advertised

Subject	Classroom	Leadership
Mathematics	38	4
Numeracy	1	
Literacy and Numeracy		1
English	36	5
ESOL	7	
Science	22	2
Chemistry	6	
Physics	3	
Agriculture/Horticulture	2	
PE & Health	22	3
Outdoor education	3	
Hard Materials Technology	10	
Food and hospitality	5	
Technology	4	4
Digital Technology/DVC	5	
Materials Technology	1	
Music	9	
Art	3	4
Drama and Dance	2	
Social Science	10	
Humanities	2	1
Geography	2	
History	1	
Religious Education	1	1
Learning support/student support	9	2
Special Education	1	5
Activity Centre	1	
RTL	1	
Te Reo Māori	6	1
Mandarin	1	
Commerce/economics	6	
Guidance Counsellor	4	
Careers/vocational pathways	3	
International Students		2
Specialist classroom teacher	1	
General/cross curricular	13	
'Reliever'	2	
Bilingual - Kaiako	4	
Bilingual - Te Reo Maori	3	
Bilingual - Pūtaiao	2	
Bilingual - Ingarihi	1	
Bilingual - Hakinakina	1	
Bilingual - Pangarau	1	
Bilingual - Te Ao Haka	1	
Bilingual - RTMāori	1	
Assistant/Deputy Principal/Principal		9

Hard to staff subjects

In their comments principals referred to the following as hard to staff:

- Bilingual
- English
- Hangarau Matihiko
- Hard materials
- Maths
- Middle management
- Part time
- PE
- Physics
- Putaiao
- Relievers
- Science
- Te Reo Māori
- Te Reo me ona Tikanga Māori
- Technology

Indications of hard to staff subjects can also be found in 3.7 and 6.2 below, i.e. positions which could not be filled and classes/courses that have had to be cancelled or transferred.

Applications for positions

Relative to 2013, 2019 and 2024 there has been increased interest from overseas applicants.

The average number of applicants across all positions was boosted to 11.4, primarily by an increase in the number of overseas applicants relative to 2025.

The number of New Zealand trained applicants for classroom teaching positions improved to 1.6 from last year's record low of 1.4. The average number of overseas trained applicants per classroom position has increased from 7.2 last year to 11.4.

The average number of applicants per advertised actual vacancy which had closed by 15 March are shown below.

		Average number of applicants per job	
Nature of role	Positions	New Zealand	Overseas
Classroom	155	1.6	11.4
Middle leadership	38	1.7	4.2
Senior leadership	9	5.8	3.6

As a pre-Covid comparison the average number of applicants for classroom positions in 2019 were 3.4 New Zealand applicants per job and 3.6 overseas applicants per job. For further comparison, the average number of applicants in 2013 were 9.9 and 6.8 respectively.

Distribution of applications for positions

The table below shows the proportion of jobs with the indicated number of applicants, firstly only New Zealand applicants, then overseas applicants and lastly all applicants. In this case middle and senior leadership data is combined.

Applicants per job	Distribution of applicants per job (% jobs) ¹					
	New Zealand		Overseas		All applicants	
	Teacher	Leadership	Teacher	Leadership	Teacher	Leadership
0	36	34	16	29	7	3
1	28	26	3	13	6	16
2	17	13	8	3	4	8
3	8	11	6	5	6	16
4	1	3	4	5	6	8
5-9	10	13	62	34	69	29
10+	0	0	1	11	2	21

The normal experience of principals was not having a choice in selecting applicants from New Zealand because there were either none (36% for classroom jobs) or only one (28% for classroom jobs).

Seven percent of advertised classroom positions and 3% of leadership positions had no applicants at all, an improvement on 2024 driven by the number of overseas trained applicants.

For 13% of classroom jobs and 19% of leadership jobs there was no choice of applicants of any origin because there were no applicants or only one.

Applicant suitability

The following are the measures of 'suitability' used in the survey, as suggested by principals when the survey started.

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
- Any 'special character' considerations

For unit holder positions – the above plus appropriate experience relevant to position.

On these measures principals assessed the average number of suitable candidates per position this year as follows:

¹ Percentages in this and the following tables may not add to 100% because of rounding.

Nature of role	Positions	Suitable applicants per job	
		NZ	Overseas
Classroom	155	0.83	1.16
Middle leadership	38	1.21	0.27
Senior leadership	9	3.89	0.11

Once again, these are historically low figures for New Zealand applicants for classroom and middle leadership positions. However, the average number of suitable overseas trained teachers for classroom teaching positions has improved noticeably this year.

In 2019 there were 2.0 suitable New Zealand applicants per advertised classroom job and 0.3 suitable overseas applicants for these positions. In 2013 the equivalent figures were respectively 3.3 and 0.6 suitable applicants per job.

The table below shows the proportion of jobs with the indicated number of applicants who were considered potentially suitable for the advertised position, again, firstly New Zealand applicants, then overseas applicants and lastly all applicants. Middle and senior leadership data is combined.

Suitable applicants for job (n)	Suitable applicant distribution (% of jobs)					
	New Zealand		Overseas		All applicants	
	Teacher	Leadership	Teacher	Leadership	Teacher	Leadership
0	50	37	66	66	30	29
1	34	37	19	19	39	37
2	6	11	7	7	12	13
3	6	8	2	2	8	11
4	2	5	1	1	2	5
5-9	2	3	5	5	8	5
10+	0	0	0	0	0	0

The normal experience of principals was overwhelmingly not having a choice in selecting a suitable applicant from New Zealand because there were either none (50% for classroom jobs) or only one (34%).

In one in seven jobs the principal had a potential choice between suitable New Zealand applicants for classroom and in one in every four jobs for leadership.

For 69% of classroom jobs and 64% of leadership jobs there was no potential choice of suitable applicants of any origin because there were either no suitable applicants or only one.

Appointments

Two hundred and two positions (131 permanent and 71 fixed term) had sufficient information to identify how they had been filled. Twenty-five percent of those advertised jobs could not be filled and a further 6% were filled by LATs.

Comparatively, in 2019 13% of positions could not be filled and 2% were filled by LATs. In 2013 those figures were respectively 8% and 2%.

Appointments – by tenure

Position type	Appointment type (% job type)			
	External	Internal	LATT	Could not fill
Permanent	65	6	4	26
Fixed term	64	6	10	21

The types of assistant and leadership positions which could not be filled were:

Chemistry	Food and hospitality	Numeracy	SENCO
Cross-curricular	Hard materials	Outdoor Education	Social sciences
Deputy Principal	History	PE and health	Te Reo Māori
Digital Technology	Learning support	Physics	
DVC	Maths	Religious Studies	
English	Music	Science	

The types of positions that had to be filled by LATs were:

Art	English	Maths	Te Reo Māori
Careers	Food	Music	
Drama and Dance	Guidance Counsellor	Outdoor education	

Appointment of overseas teachers

Fifty-seven percent of principals had to employ overseas trained teachers for this year. Twenty-four percent had made permanent appointments and 53% had appointed overseas trained teachers to fixed term positions.

They employed an average of 1.31 overseas trained teachers per school, 0.49 to permanent positions and 0.83 to fixed term positions.

Appointment of untrained/unqualified teachers

Fifty-seven percent of principals had to employ untrained or unqualified teachers because they could not find trained and qualified teachers for the first term of the year.

An average of 1.31 untrained/unqualified teachers were employed per school. The employing schools had appointed 2.29 such teachers each on average.

Forty percent of schools had employed untrained/unqualified teachers to fixed term positions (0.49 per school) and 24% had employed them to permanent positions (0.83 per school).

Comparative figures are 17% of schools and an average of 0.26 appointments per school in 2019 and 16% of schools and 0.25 appointments in 2013.

Principals' comments on the jobs advertised

- *Art job is a month by month medical covered by a retired maths teacher and a LAT*
- *During Term 4 of 2024 we advertised for HOD Te Reo Māori, TIC Music, Physical Education Teacher, Religious Education Teacher, English teacher and Maths. Were not able to fill the TIC Music, so had a relief teacher in Term 1. Was not able to fill HOD Te Reo Māori and will re advertise at the end of the year. Religious Education teacher has still not been given access by Immigration NZ.*
- *Positions that were advertised in 2024 - Teacher of English, Teacher of Maths & Science, Teacher of Social Sciences attracted about 6-8 overseas applicants for each position. There were no applications from NZ teachers. 3 overseas teachers have been appointed to these positions.*
- *Readvertisement of the same position. First applicant rejected the offer following full appointment process.*
- *The English appointment was not really suitable - he had worked here before - but we decided to put a lot of support around him and try to improve his overall performance. All the 'English' teachers from Philippines and elsewhere were really just 'ESOL' teachers.*
- *The music position attracted 5 Filipino applicants. One of them is currently in a school in New Zealand. While she may not be the best person for this role I have called her for interview in case of future positions (and I have more Filipino students than Pasifika!). One of the applicants is currently a kitchen hand in a care home in Auckland. It's not the right position for him but he's a qualified and registered teacher!*
- *The overseas training teachers are mainly from Fiji, India and the Philippines*
- *This was the third round where I have advertised these positions. We are expected to make appointments in both with the New Zealand trained and experienced teachers.*
- *This will be the third time that we will be advertising this position.*

4. Attrition

The 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, and those moving between state and state integrated secondary and area schools.

Resignations

One hundred and thirty-two schools gave details of their leavers. Eighty-one percent reported that they had teachers who had left our secondary teaching workforce between the start of Term 4 2024 and 15 March 2025.

They collectively reported 382 teachers over that time who left the secondary teaching profession, an average of 3.3 teachers per school (2.5 in 2019 and 1.2 in 2013).

Resignations by reason

Retirement remains the most common single reason given by principals for teachers leaving teaching. Figures for 2024 and comparative 2013 and 2019 figures are given below.

Reasons for resignation

Survey year	Reason for resignation (%)						
	Retirement	Non-teaching job	Overseas	Primary teaching	Private schools	Tertiary teaching	Other
2025	27	16	19	6	6	1	25
2024	25	19	22	3	4	1	25
2019	40	17	15	3	7	1	17
2013	*	16	23	5	3	3	*50

**Until 2016 retirements were included with 'Other'. From 2016-2022 'Other' has averaged 19% of reasons for leaving secondary teaching in New Zealand and 'Retirement' has averaged 38% of reasons.*

5. Day-relief Pool

One hundred and thirty-three principals supplied data on their relief pools. They show a small decline on last year, which was the lowest figures in our records.

The principals had an average of 6.3 day-relievers available to them, including 5.8 trained and qualified teachers. However, almost half of the principals could only access four or fewer.

The distribution of day-relievers this year is shown below:

	Number of day-relievers										
	0	1	2	3	4	5	6	7	8	9	10+
% schools 2025	8	2	10	15	13	13	5	3	7	3	19
% schools 2024	4	8	10	16	9	9	9	0	9	3	22

About one in ten schools currently have access to either one or no relievers.

In 2019 there were an average of 9.7 relievers per school and 39% reporting fewer than 6 day-relievers available, while in 69% in 2013 there were 11.5 relievers per school and 33% of schools reporting fewer than 6 day-relievers available,

Note - in areas where several schools are close together they may share a number of day-relievers.

6. Curriculum Delivery Issues

Use of non-specialists

34% of the principals had teachers working in non-specialist areas because they could not find a specialist teacher. This is lower than in 2024. By comparison, in 2019 the proportion was 39% and in 2013 it was 15% of schools.

Classes cancelled or transferred

An average of 0.83 classes per school were cancelled or transferred to Te Kura (Correspondence School), polytechnics or electronic delivery because schools have been unable to find subject specialists this year.

29% of the principals had had to cancel or transfer classes because specialists could not be found. This is similar to 2024, and slightly less than highest on record. In 2019 the comparative figure was 18% of schools and in 2013 it was 15%.

On average one in seven schools cancelled classes and one in four schools had to transfer courses/classes.

Courses/classes affected this year were in:

- | | |
|-----------------------------------|-----------------------|
| • Accountancy | • Horticulture |
| • Agriculture | • Languages |
| • Biology | • Literacy |
| • Business Studies | • Maths |
| • Calculus | • Music |
| • Chemistry | • Numeracy |
| • Classical Studies | • Outdoor Ed |
| • Commerce | • Pāngarau |
| • Construction | • Pasifika Studies |
| • Dance | • Physical Education, |
| • Drama | • Physics |
| • Digital Technologies | • Science |
| • Design and Visual Communication | • Spanish |
| • Economics | • Statistics |
| • Food Technology | • STEM |
| • French | • Taiao |
| • Geography | • Te Reo Māori |
| • German | • Technology |
| • Health | • Tongan |
| • History | |

Principal's comment on cancellation/transfer

- We have qualified Maths teachers at school, but not enough to cover all the classes. We have transferred L3 Calculus and L3 Statistics to online learning despite the fact we have people qualified to teach both these classes.*

7. Staffing expectations

Expectations of recruitment and retention

Principals indicated their recruitment and retention experience and expectations for this year relative to the previous year. The table below indicates their expectations (*excluding those who said they did not know*).

Expectation 2025	Response (%)		
	Easier / much easier	No different	Harder / much harder
Recruitment - NZ	6	13	81
Recruitment - overseas	11	54	35
Retention	8	46	46

Four in every five principals with an opinion anticipate it will be harder or much harder to recruit from within New Zealand for the rest of this year. Only one in three expected more difficulty this year in recruiting from overseas.

Principals are less pessimistic than in 2024 about retaining staff this year, but still almost half expect it to be harder or much harder.

8. Principals' comments on teacher supply

<p>2025 is the first time in three years I am fully staffed. The only position we had readvertised was for a guidance counsellor. We were fortunate to fill this position approximately two weeks ago. The last three years has been challenging due to not being fully staffed. We had a relief pool of four full time relievers that we could call on but they were all retirees. I am grateful to them as they took on fixed term positions of between one term to a full year. They have all expressed to me at the start of term 4 last year that they will not take on a fixed term position any longer. We had to cover a lot of classes with internal relief cover. I agreed with staff in consultation with them and senior leadership team that we would do our best to give time back to those staff in term 4. We have had a lot of international applicants. I have chosen not to take an interest in them because the two teachers I employed via the accredited employer work visa took over a term to process last year. I appointed the two in mid-term 2. One of them started in mid-term three and the other at the start of term 4. Far too much effort and time to get this across the line. I understand the process has been 'upgraded' however I don't have the time and energy to go down that track again.</p>
<p>A number of teachers are older and do not want to work full time so agreements have been made to allow part time work. This is good for them but does not always make the timetable easier and or does cause some impact on students.</p>
<p>As a small rural school we struggle with staffing every year. We cannot attract people for fixed term or part time positions as it would mean a major shift for people and they are, quite rightly, unwilling to make such a move for a short period of time. We get a lot of overseas applicants - very few who are suitable and the few we have employed the process to get them here is almost as long as just scrapping the course. Our staffing fluctuates so much being small its hard to offer the same range of subjects as a larger school which compounds the issue by those who can afford to sending their kids away dropping our staffing further. I dread every staff meeting when someone asks to see me in case they are leaving and we then have to go through the process again! We had a staff member resign for health reasons last week and have no hope of filling the position with a suitable applicant as we cannot appoint permanently due to the roll dropping a bit and therefore none will want to come at this point in time for the rest of the year - unless they are an overseas applicant who in reality won't get here until term 3 anyway! We have few relievers and of those we have most are unsuitable which makes it an all-round bun fight as to who gets time away and who doesn't!</p>
<p>Every position which is advertised receives many applications from overseas. Very few NZ trained teachers, have to readvertise often.</p>
<p>For a small rural school, finding quality staff is extremely hard. We have school houses as an incentive but they are currently full. We have been lucky with the staff we have managed to find but still have at least 2 teachers who have been relievers, on fixed term contracts in areas with which they are not familiar because we have had no suitable applicants from NZ or overseas. I would say it is the hardest it has ever been to find quality staff.</p>
<p>For the first time, we have had difficulties getting staffing. A teacher who retired, end of Term 4 2024, was willing to come back for Term One 2025 and has now extended to the end of 2025 due to us not being able to find a suitable applicant (Hard materials, BCITO). We have appointed 2 fixed term part time teachers who, in 2024, were relievers, due to a roll increase. We advertised these but had no other suitable applicants. This has resulted in a shortage of available external relievers.</p>
<p>Have employed a previous Food technology teacher (who had to resign due to medical issues from full time teaching and is a reliever for us and another school) on a fixed term part time contract to train a teacher in food tech who is a trained Art teacher as we could not employ a food tech teacher. As we</p>

could not fill the HOD Technology, our Associate Principal has taken on this responsibility (with support as required).
Have just endured a stressful process with a teacher who was on a Study Visa gaining residency after I appointed her to a permanent position. Fast tracking was NOT happening. Several urgent phone calls needed. Most applicants from India, Fiji, China and Philippines. Very few suitable on paper. Several NZ trained applicants from overseas, not at all suitable upon interviewing them. Not getting any applicants from Australia, UK, Canada etc or from Kiwis returning home! It is now very hard to get a suitable teacher for most subjects.
Have two needing work visas who are in NZ and one outside NZ. None will probably start until term 2 although we started the process in week 1 of Term 1 2025
I was lucky enough that I was fully staffed with specialist teachers for all subjects. I have advertised twice for a fixed term social science position but none of the applicants have experience in ncea. I m now calling applicants for relievers to seek to fulfill this position.
I was surprised that we were able to pick up two Graduates, as we have struggled in the last few years. I feel the recruitment space was somewhat easier this year, perhaps due to the economy. However, it is still very difficult to find teachers in Maths, Science and, strangely, English.
In rural and isolated Wharekura finding qualified teachers and employing them is difficult and challenging. This has always been the case. We now have to grow our own teachers.
It appears to be more and more difficult to attract quality trained and registered NZ Teachers across many subject areas. The quality of applications over the past year have been low and the quality of overseas trained teachers have also depleted. NZ needs to make teaching more attractive to outsiders and easier for teachers who have been fully registered teachers in the past to return to teaching without having to retrain.
It is getting more difficult to recruit suitable staff. We are appointing people that in the past we would not have short listed. If there is one suitable applicant we consider ourselves lucky. The shortage appears to be across all subject areas. We are a school with a good reputation and low equity index rating. If we are struggling for suitable teachers then I would hate to be principal at other schools without our advantages. It concerns me that we are taking teachers from other Auckland schools to meet our needs and then who they can find as replacements.
It is very difficult to attract suitably qualified and experienced teachers to the rural setting.
Last year was the first time in a number of years that there was not a massive staff change at the end of the school year. However, I am aware that I will potentially lose 25% of my staff this year to retirement. It is incredibly hard to find staff with the ability to teach some subjects at NCEA level. I am massively concerned about the lack of maths/science and technology teachers in the work force. We only have a maths teacher because primary teachers have skilled to be able to teach maths to NCEA levels but I am very concerned that they will be poached by bigger schools. Continually employing teachers from overseas is not the whole answer. What is being done at university level to promote teaching as an option. When I worked in the UK some of the universities were quite creative with some of the undergraduate modules that they offered as part of maths and science degrees that aimed to open teaching up as a pathway. I really see there becoming an ever increasing vicious circle of poor maths and science teaching leading to less students taking these options which is going to have a massive affect on the workforce as a whole.
Looking for kaiako for Kura Kaupapa Māori is difficult.
1. Many overseas teachers applying have not started the visa process. 2. Many relievers and fixed term positions are filled by LATs 3. PCT programme is under strain because of an increase in LATs and not enough mentors. It is like have a teacher training programme on site. 4. Increasingly, relievers are identifying what year levels and learning areas they will relieve for, this makes it difficult to cover all

classes. 5. Increase in part time teachers which impacts upon school culture and professional learning to embed overarching values and beliefs, also impacts upon pastoral and discipline (negatively)
Managed to scrape together enough staff to start the year however as my responses suggest this was difficult. A large number of vacancies to fill with significant loss of staff (retirement and leaving education). Most jobs had one or two suitable applicants only including middle management positions. My view is that we would be a reasonably attractive option for a teacher so concerning that it was so difficult to find staff. Can only imagine how difficult it is elsewhere.
Our college is a hard to staff school - it's a low socio-economic area, 90% of the students identify as Māori and there are gang issues.
Quality of overseas trained teachers is variable. Lots of applicants but I have not a lot of confidence in what we are getting. NZ trained teacher applicants are almost completely non-existent. We are a rural secondary school and it seems that now that teacher supply is a problem in the main centres, it is much worse in isolated areas. I literally have no idea whether any upcoming vacancy would be able to be filled with anyone even slightly suitable.
Recruitment of overseas teachers is not the answer to shortage problems. We had 29 applications from overseas trained teachers. Only two were in NZ and all had English as their second language. We have to prepare them for NZ Curriculum, NZ teaching style and how to work with priority learners (Māori and Pasifika) and potentially support them with English language development without any external support. Last year we advertised for a teacher of English to NCEA L2. Only one applicant was a speaker of English as their 'mother tongue'. No NZ trained applicants.
Specialised areas still difficult to appoint. We have four teachers from the Auckland Secondary schools Teacher Training Programme who we trained in 2024 and have appointed for 2025. We have two more teachers in training. Late resignations make things difficult!
Teacher supply is critical. We are not seeing anywhere near the quality and number that we saw 3-5 years ago.
Teacher supply is getting harder. There needs to be an immediate increase on teachers entering training, greater support for them on graduation, more training scholarships and Bonding to the profession. Most new grads don't stay long, they tell me the pay is way too low and student poor behaviours increasing for when they were at school.
Teachers continue to look overseas for better pay and conditions.
Teachers going to Australia is our biggest issue because pay and conditions are much better. It is hard to retain young teachers in teaching in New Zealand.
Teachers pay is too low. All support staff positions have been appointed at the same or higher pay than the equivalent hours of teaching. These roles are less demanding than teaching. It takes too long for a teacher to reach the top of the scale. 7 years to reach \$103k compared to other jobs taking 3 to get to this level. Cost of living in Auckland such as time and money for travel to work, cost of housing, rent and food are all reducing numbers going into teaching. Numbers of teachers helping with extracurricular is reducing as teaching workload has increased. Most need a financial incentive such as an MU to take on extra duties such as this.
The number of overseas trained teacher appointments has been huge in our school. Many of them have fitted in really well but the care and the looking after them has impacted on staff workload. They have to be trained in terms of NZ education system culture and our school culture. Having a large number in a school has impacted the wellbeing and workload of NZ staff who assist in ensuring the overseas teachers have the tools to survive. We have employed another SCT, although not entitled to another, to run programmes for the overseas teachers. These programmes have to run for two years minimum. It is great to have the new staff but the balance is skewed. We also have had a couple that bounce into our school

and then bounce out again - this is frustrating when all the work to get them here has been lost to another school. I would like to see a two-year minimum bonding.
This year we did not have too many retiring teachers or teachers that left. In previous years it has been really hard. I have started to recruit teachers in areas that are hard to staff when I come across candidates who will be right going over my staffing allocation but planning for impending retirements
Three of our LATs in Technology are doing teacher training on the job this year. This scheme needs to be expanded / made easier for schools to attract more industry people into teaching roles. They have to do two sections, one can be here but the other must be at another school and we have to pay for a reliever during that time unless they can find someone to swap with.
Unable to recruit te reo Māori speaking specialist teachers for our wharekura, especially in Science, English.
We advertised a bit earlier this year and ended up with generally bigger and better fields. We actually had choice in many areas! That's the first time in a while... We did recruit two from overseas but they had time to get organised and arrived in time for the start of the year.
We appointed two international teachers last December to commence work on 3rd February. However, despite receiving their approved NZQA certificates, they faced an unacceptable nine-week delay in having their teaching registrations approved by the Teaching Council. Only after this prolonged wait could they even begin the visa application process, which remains incomplete. Throughout this ordeal, we repeatedly followed up with the Teaching Council, yet no meaningful progress was made until we escalated the matter directly to the Minister. As a result, our existing staff have been forced to shoulder additional workloads for an entire term, often covering subjects outside their expertise. This disruption has placed unnecessary strain on our team and compromised the quality of education for our students. The inefficiencies in this process are simply appalling and must be addressed.