



## Briefing Note: Initial teacher education, updated completion and enrolment data

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	24 June 2021	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1261053
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<b>Messaging seen by Communications team:</b>	Yes	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to:

**Note** the updated data on graduates from initial teacher education (ITE) in 2020 and enrolments in ITE in 2021.

**Note** that the Ministry will publish the updated ITE graduate data on Education Counts on 1 July.

**Note** the ongoing work to support teacher supply.

**Agree** that this Briefing will be proactively released after the publication of the 2020 ITE graduate data.

**Agree / Disagree**

### Summary

- The Ministry has compiled updated data on initial teacher education (ITE) graduates in 2020. The data shows that:
  - The number of domestic students completing an ITE qualification for the first time increased by 0.6% in 2020 (an increase of 20) compared to 2019 to reach 3,325. This was the result of:
    - an increase of 6.9% (65 graduates) in early childhood education (ECE) ITE
    - a decrease of 2.0% (30 graduates) in primary ITE, and

- a decrease of 2.4% (20 graduates) in secondary ITE.
- The Ministry will publish the updated ITE graduate data (and some associated descriptive commentary) on Education Counts on Thursday 1 July.
- The Ministry has also compiled enrolment data on the number of students enrolled in ITE as at April 2021. The data shows that:
  - The number of domestic students enrolling in an ITE qualification for the first time increased by 31% (an increase of 1,090 students) in 2021 compared with the same time in 2020 to reach 4,580. This was the result of:
    - an increase of 31% (280 students) in ECE ITE
    - an increase of 27% (495 students) in primary ITE, and
    - an increase of 40% (295 students) in secondary ITE.
- Based on teacher demand and supply projections and what we know about the pressures in the ECE sector, we consider the increase in 2021 ITE enrolments (as at April) will help to meet the ongoing demand for ECE and secondary teachers.
- We are working with the Tertiary Education Commission to ensure a sufficient supply of teachers to meet government priorities for ITE. This work includes putting targets in place to grow secondary ITE and signalling the need to build on current levels of enrolment in ECE ITE.
- These targets are one of a number of initiatives the Ministry is supporting aimed at increasing the overall supply of domestic-trained teachers, as well as undertaking work to recruit overseas teachers which will help to address more specific areas of demand.

  
 Katrina Sutich  
**Acting Deputy Secretary**  
**Graduate Achievement, Vocations and Careers**

24/06/2021

Hon Chris Hipkins  
**Minister of Education**

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 Ellen MacGregor-Reid  
**Deputy Secretary**  
**Early Learning and Student Achievement**

24/06/2021

## Background

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1. The Ministry collates and reports data on the number of students enrolled in initial teacher education (ITE) qualifications and the number of graduates from those programmes. The focus in the Ministry's reporting of the ITE data is on the number of domestic students completing an ITE qualification for the first time. This gives an indication of the number of people who may be available to join the teaching workforce for the first time in the future.
2. Full-year enrolment data and graduate data is published on Education Counts annually.
3. The Ministry has now collated data on the number of graduates from ITE qualifications in 2020 and will publish them on Education Counts on 1 July 2021.
4. The published tables report the number of students completing ITE qualifications between 2005 and 2020 by the following characteristics:
  - Sector of teaching: early childhood education (ECE), primary, secondary, and Māori medium.
  - Demographic characteristics of students such as: age group, gender, ethnic group, and whether they are domestic/international.
  - Study related characteristics such as: sub-sector, type of qualification, region of study, and teaching subjects of secondary graduates.
5. The Ministry has also collated data on the number of students enrolled in ITE qualifications 'as at April' 2021 to get a sense of how enrolments are tracking this year. In the past, the 'as at April' data has been a reasonable predictor of the trend in the full-year enrolment data in primary ITE, where most students enrol at the start of a year. The 'as at April' data is less predictive for ECE and secondary ITE, due to the higher number of students who can start later in the year.
6. The Ministry does not publish the part-year ITE enrolment data on Education Counts but the information is used internally and shared with agencies and Ministry working groups.

## What does the ITE graduate data show?

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7. Key insights of the domestic first-time ITE graduate data are (see Table 2 in Annex 1):

### *Overall*

- overall, there was a slight increase in first-time domestic ITE graduates in 2020 compared to 2019, but the picture was mixed when looking at the data by teaching sector.
- the number of domestic students completing an ITE qualification for the first time increased by 0.6% in 2020 (an increase of 20) compared to 2019 to reach 3,325. This was the result of:
  - an increase of 6.9% (65 graduates) in ECE ITE
  - a decrease of 2.0% (30 graduates) in primary ITE, and

- a decrease of 2.4% (20 graduates) in secondary ITE.
- the change in graduates for each individual teaching sector does not add to the change in total graduates as there were a small number of graduates with an unknown sector and the data is rounded to the nearest 5.

#### *Māori medium*

- the number of first-time graduates from Māori medium ITE qualifications decreased by 35% (a decrease of 65) in 2020 to reach 120. This followed an increase of 8.8% in 2019 and a decrease of 15% in 2018.
- although the number of completions (and enrolments) in Māori medium qualifications tends to show significant variation over time due to the relatively small size of the cohorts entering Māori medium ITE, at least some of the decline in 2020 appears to be a result of the impact of COVID-19 (and online learning) leading some students to withdraw from their studies.

8. A summary of the demographic and study-related characteristics of ITE graduates in 2020 (and any significant changes between 2019 and 2020) is presented in Table 1.

*Table 1: Characteristics of ITE graduates by teaching sector*

Teaching sector	Characteristic	Comment
ECE	Age group	The age distribution of ECE graduates was relatively stable in 2020 (70% aged under 35 years in 2019 and 71% in 2020)
	Gender	Almost all graduates were women (97% female in 2020)
	Ethnic group	The proportion of graduates who were Māori decreased from 16% in 2019 to 13% in 2020. However, the proportion of graduates in the Pacific peoples ethnic group increased from 5.3% to 7.4%.
	Type of qualification	The majority of graduates complete three-year bachelors degrees but that proportion has been decreasing as more people enrol in one-year ITE programmes (such as graduate diplomas). In 2019, 78% of graduates had completed bachelors degrees compared with 75% in 2020.
	Sub-sector	Private training establishments (PTEs) now produce almost half of ECE graduates. In 2019, 44% of graduates came from PTEs compared with 48% in 2020.
Primary	Age group	There was a slight decrease in proportion of primary graduates in the under 35 age group (from 76% in 2019 to 74% in 2020)
	Gender	The gender distribution in primary was relatively stable in 2020. The proportion of women was 81% in 2019 and 82% in 2020.
	Ethnic group	The proportion of graduates who were Māori decreased slightly from 23% in 2019 to 22% in 2020. However, the proportion of graduates in the Pacific peoples ethnic group increased from 6.2% to 7.4%.
	Type of qualification	Over half of primary ITE graduates complete bachelors degrees. In 2020, 56% of graduates completed a bachelors degree compared with 55% in 2019. The remaining graduates are from programmes (such as graduate diplomas) that take one year of full-time study to complete.
	Sub-sector	Universities dominate provision in primary ITE. The proportion of graduates from universities increased from 87% in 2019 to 90% in 2020. The proportion of graduates from wānanga declined from 8.2% to 4.7%.
Secondary	Age group	The proportion of secondary graduates in the under 35 age group increased from 75% in 2019 to 80% in 2020.
	Gender	The gender distribution remained relatively unchanged in 2020. In 2020 61% of graduates were women compared with 62% in 2019.
	Ethnic group	The proportion of graduates who were Māori decreased from 14% in 2019 to 12% in 2020. However, the proportion of graduates in the Pacific peoples ethnic group increased slightly from 6.6% to 8.0%.
	Type of qualification	Only around 2% of graduates completed ITE bachelors degrees in 2020 as they continue to be phased out for secondary ITE. The majority of graduates are from ITE programmes (such as graduate diplomas) that take one year of full-time study to complete.
	Sub-sector	The proportion of graduates from universities decreased from 89% in 2019 to 85% in 2020. There was an associated increase in graduates from PTEs from 7.2% in 2019 to 15% in 2020.

9. COVID-19 may have resulted in a delay in tertiary institutions reporting 2020 completions. Therefore, the number of graduates in 2020 may rise once any outstanding completions are eventually reported.

### Data on the teaching subjects of secondary ITE graduates

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10. The Ministry has worked with tertiary providers to improve the reporting of the subjects that secondary ITE graduates can teach at school. This data is collected via the Single Data Return (SDR). Data on teaching subjects is now available for 2019 and 2020 and the intention is to publish this information.<sup>1</sup>
11. The teaching subject data is reported at two levels: broad subject groupings which align with NCEA subjects (such as science), and more detailed subject areas (such as chemistry and physics). Up to three teaching subjects can be reported for a graduate.
12. There was relatively little change in the distribution of the broad teaching subjects between 2019 and 2020 (see Table 3 in Annex 2). Two-thirds of the broad subjects showed decreases in graduates in 2020, with the exceptions being Languages, The Arts, and Technology.
13. At the more detailed subject level, the data shows the biggest change related to a decrease in graduates in Social Studies in 2020, while some specialist subjects such as Chemistry and Physics showed increases in graduates (see Table 4 in Annex 2).
14. This teaching subject information will feed into the Ministry's analysis of teacher demand and supply.

### Publication of ITE graduate data on Education Counts

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15. The Ministry will publish the updated completions data on Education Counts on 1 July 2021. The data will be accompanied by some updated descriptive commentary.
16. We will work with your office on communications messages related to the publication of this data.

### Enrolments in ITE qualifications as at April 2021

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17. The Ministry has compiled data on enrolments in initial teacher education (ITE) qualifications 'as at April' in 2021. The 'as at April' 2021 data can be compared with data from the same time in 2020 to get a sense of how enrolments are tracking this year.
18. In the past, the 'as at April' data has been a reasonable predictor of the trend in the full-year enrolment data in primary ITE, where most students enrol at the start of a year. The 'as at April' data is less predictive for ECE and secondary ITE, due to the higher number of students who can start at a later date in the year.

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<sup>1</sup> Up to now, data on the predominant field of study of previous qualifications has been used as a proxy for subjects that secondary ITE graduates may teach at school. This predominant field of study data has a number of weaknesses as a proxy for teaching subjects. The Ministry may not hold information on the previous study of some graduates and it may not align with the actual subjects they can teach at school. Having improved the data quality, we now use fields reported in the SDR which improves the quality of the data.

19. The Ministry does not publish the part-year ITE enrolment data on Education Counts but the information is used internally and shared with agencies and Ministry working groups.
20. Key insights of the 'as at April' ITE enrolment data are the (see Table 5 in Annex 3):
- number of domestic students enrolling in an ITE qualification for the first time increased by 31% (an increase of 1,090 students) in 2021 compared with the same time in 2020 to reach 4,580. This was the result of:
    - an increase of 31% (280 students) in ECE ITE
    - an increase of 27% (495 students) in primary ITE, and
    - an increase of 40% (295 students) in secondary ITE.
  - change in students for each individual teaching sector does not add to the change in total students as there were a small number of students with an unknown sector and the data is rounded to the nearest 5.
  - large increase in first-time ITE domestic students in 2021 across all the teaching sectors likely reflects the impact of COVID-19 and students seeking to enrol in 'safe haven' programmes during times of economic uncertainty. It is not clear at this stage if the higher numbers of people commencing ITE will be sustained in the future in a post-COVID-19 environment.
  - number of first-time domestic students enrolled in Māori medium ITE programmes decreased by 23% (60 students) in 2021 compared with the same time the previous year. Because numbers are relatively low, the Māori medium enrolment data shows considerable variation over time. For example, enrolments in Māori medium increased by 29% in 2018, decreased by 25% in 2019, and increased by 33% in 2020.
21. ITE qualifications range in length from one to three years (studying full-time), so the first-time ITE students will be graduating at different times in the future depending on the qualification they enrolled in. The majority of students in ECE and primary ITE are enrolled in three-year bachelors degrees, while secondary first-time ITE students are enrolled in ITE programmes that take one year to complete on a full-time basis.
22. When looking at how enrolment patterns may impact on future ITE completions, the data suggests that the number of domestic students completing their first early childhood education (ECE) and primary ITE qualification may increase by around 15% (155 students in ECE and 225 in primary) in 2021, while the increase in secondary completers is likely to be higher at around 36% (290 students).
23. Predicting what might happen to ITE completions in 2022 is more difficult as it is hard to know what effect COVID-19 will have on enrolments in one-year ITE programmes in 2022.
24. The Ministry will be compiling data on enrolments in ITE qualifications 'as at August' 2021 and will brief you on them in September.

## Ongoing work to support teacher supply

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25. The Ministry's teacher demand and supply projections, updated in October 2020, suggest that the demand for secondary teachers will grow year-on-year out to 2025 by a total of about 1,500 teachers. In contrast, the demand for primary teachers is projected to grow marginally in 2021, before dropping year-on-year out to 2025 by about 1,100 teachers in total.
26. We currently do not hold reliable information about teacher demand and supply in the ECE sector. The ECE forecast for the March Baseline Update 2021 projects a growth in Funded Child Hours. This suggests that the demand for ECE teachers will increase in coming years. The ECE sector is under increasing pressure to maintain qualified staffing to keep up with current funding rules and some providers are expressing strong concerns about teacher supply.
27. Based on the outlook for the secondary and ECE workforce, we consider the increase in 2021 enrolments (as at April) is positive and will help meet continued demand for secondary and ECE teachers.
28. For the primary sector however, the outlook is less clear. Projections suggest that the demand for primary teachers will be met by the available supply in 2021 and out to 2023. Beyond this national overview, we anticipate that there will still be ongoing demand for primary teachers in certain parts of the country and in the Māori medium sector.

### **Clear signals to the Tertiary Education Commission of the priority on improving teacher supply**

29. In response to the projections, the Ministry has worked with the Tertiary Education Commission (TEC) to set targets for increased enrolments in secondary ITE from 2020. The Ministry and TEC's data suggest that secondary ITE delivery in 2020 may not have met the target. However, the TEC report that despite the impacts of COVID-19 there was an increase in delivery. The significant increase in 2021 secondary ITE enrolments as at April 2021, as with other ITE enrolments, should contribute towards teacher supply needs. In terms of the target for 2021, full year data will be needed to fully assess the annual increase in enrolments.
30. We have also provided the TEC with advice on teacher supply projections for the ECE and primary sectors, to inform TEC's future investment planning. In response to the growing demand for ECE teachers, we are signalling to the TEC that the government is seeking growth in ECE ITE enrolments. For the primary sector, the message to TEC is to maintain or reduce current levels of enrolments, to ensure a good balance between supply and demand.

### **Supporting the supply of domestic-trained teachers**

31. ITE graduates improve the supply of teachers over the medium term (2-3 yr) horizon. In the interim, we are continuing to work on short and medium term targeted initiatives that can increase the supply of domestically-trained teachers, including in hard-to-staff areas, and subject areas of particular need. These initiatives include:
  - the post COVID-19 reallocation of funding for Overseas Teacher recruitment into the Domestic Relocation Grant (DRG) and Domestic Finders Fee (DFF) approved in October 2020

- expanding accessible pathways into teaching, including employment based ITE to allow more people to work and learn at the same time. This includes supporting 12 Iwi to develop scholarship and support packages for te reo Māori teacher career pathways, and expanding the Teach First NZ programme to support up to 100 student places a year
  - funding the Teacher Education Refresh (TER) programme to allow any teacher who wants to re-enter the classroom to undertake refresher training free of charge. To 11 June 2021 the Teaching Council informs us that 836 early learning teachers, 1,341 primary teachers and 893 secondary teachers have enrolled in the programme – a total across all sectors of 3,070
  - awarding 465 scholarships each year to people training to be teachers
  - supporting 285 beginning teachers into their first roles through our grant programme.
32. The Ministry currently has work underway to review our portfolio of Teacher Supply initiatives, including a potential reprioritisation of spending. This work is in its early stages and we will report back to you on this in the future.

### **Recruitment of overseas teachers**

33. In addition to our work to improve the supply of domestically trained teachers, we are also working to provide a limited number of overseas trained teachers to supplement domestic supply in critical areas. The group of Border Ministers have recently agreed to grant an exception for up to 300 eligible non-New Zealand early learning and schooling sector teachers to enter the border over the coming year.
34. This will help address some of the specific supply pressures the sector has been raising, in hard to staff early learning and schooling settings and for secondary STEM (Science, Technology, English and Mathematics) subject areas.
35. The Ministry is developing a process to manage implementation and expects to have the first phase operationalised once a formal announcement is made.

### **Proactive Release**

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36. We recommend that this Briefing is proactively released after the ITE graduate data is published 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.

### **Annexes**

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- Annex 1: Domestic students competing initial teacher education qualifications
- Annex 2: Teaching subjects of secondary ITE graduates
- Annex 3: As at April enrolments in initial teacher education qualifications



## Annex 1: Domestic students competing initial teacher education qualifications

*Table 2: Number of domestic students completing an ITE qualification for the first time by indicative teaching sector 2013-2020*

Indicative teaching sector	2013	2014	2015	2016	2017	2018	2019	2020
ECE	2,030	1,665	1,380	1,130	1,095	955	945	1,010
Primary	1,925	1,885	1,630	1,470	1,505	1,500	1,525	1,495
Secondary	860	880	805	765	865	875	835	815
Unknown	5	10	5	5	5	5	0	10
<b>Total</b>	<b>4,720</b>	<b>4,365</b>	<b>3,785</b>	<b>3,330</b>	<b>3,455</b>	<b>3,325</b>	<b>3,305</b>	<b>3,325</b>

Notes: 1. Where students complete an ITE qualification which prepares them to teach in more than one sector, we report them in each of these sectors. 2. Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.

## Annex 2: Teaching subjects of domestic secondary initial teacher education students

*Table 3: Broad teaching subject areas of first time domestic secondary ITE graduates*

Broad subject area	Number of graduates		As % of all graduates	
	2019	2020	2019	2020
Science	175	165	21%	20%
Mathematics and statistics	100	90	12%	11%
Technology	70	70	8%	9%
English	170	150	20%	18%
Social sciences	295	270	35%	33%
Health and Physical Education	150	130	18%	16%
Languages	25	30	3%	4%
Te reo Māori	25	20	3%	2%
The Arts	140	150	17%	18%
No subjects reported	20	5	2%	1%
<b>Total graduates</b>	<b>835</b>	<b>815</b>		

Notes: 1. Where students can teach more than one subject, we report them in each of these subjects. 2. Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.

Table 4: Teaching subject areas of first time domestic secondary ITE graduates

Broad subject area	Subject	Number of graduates		As % of all graduates	
		2019	2020	2019	2020
Science	Agriculture/ Agricultural Science	0	0	0%	0%
	Biology/Biological Science	60	75	7%	9%
	Chemistry	30	40	4%	5%
	Environmental Science	0	5	0%	1%
	Physics/Physical Science	15	25	2%	3%
	General Science	125	100	15%	12%
	Total	175	165	21%	20%
Mathematics and statistics	Mathematics	100	85	12%	10%
	Statistics	10	10	1%	1%
	Total	100	90	12%	11%
Technology	Agriculture & Horticulture	0	0	0%	0%
	Clothing & Textiles	5	5	1%	1%
	Computer Science	10	10	1%	1%
	Design & Technology	0	5	0%	1%
	Food Science/Technology	10	5	1%	1%
	Information Systems/Science	5	5	1%	1%
	Technology/Applied Science	40	40	5%	5%
	Workshop Technology	0	0	0%	0%
	Woodwork	0	0	0%	0%
	Total	70	70	8%	9%
English	English Literature/Language	165	150	20%	18%
	English (as a Second Language)	5	5	1%	1%
	Total	170	150	20%	18%
Social sciences	Accountancy	5	15	1%	2%
	Agriculture Business/Commerce	0	0	0%	0%
	Business Studies	15	30	2%	4%
	Classical Studies	10	20	1%	2%
	Economics	15	25	2%	3%
	Geography	30	30	4%	4%
	History	70	75	8%	9%
	Journalism/Media Studies	25	30	3%	4%
	Management	5	5	1%	1%
	Māori Studies	0	0	0%	0%
	Psychology	0	0	0%	0%
	Religion/Religious Studies	10	5	1%	1%
	Social Studies	175	125	21%	15%
	Total	295	270	35%	33%
Health and physical education	Health Education/Science	65	70	8%	9%
	Home Economics	0	0	0%	0%
	Physical Education	140	110	17%	14%
	Physiology/Anatomy	0	0	0%	0%
	Sport & Recreation	10	15	1%	2%
	Total	150	130	18%	16%
Languages	Chinese	5	5	1%	1%
	French	5	5	1%	1%
	German	0	0	0%	0%
	Japanese	5	5	1%	1%
	Korean	0	0	0%	0%
	Other Foreign Language	0	5	0%	1%
	Samoan	0	0	0%	0%
	Spanish	5	5	1%	1%
	Tongan	0	0	0%	0%
	Total	25	30	3%	4%
Te reo Māori	Total	25	20	3%	2%
The Arts	Art History	10	10	1%	1%
	Art & Design	60	60	7%	7%
	Drama/Dance	40	50	5%	6%
	Graphics & Design	15	10	2%	1%
	Music	35	45	4%	6%
	Total	140	150	17%	18%
No subjects reported		20	5	2%	1%
<b>Total graduates</b>		<b>835</b>	<b>815</b>		

Notes: 1. Where students can teach more than one subject, we report them in each of these subjects. 2. Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.

### Annex 3: 'As at April' enrolments in initial teacher education qualifications

*Table 5: Number of domestic students enrolling in an ITE qualification for the first time by indicative teaching sector 2013-2021, as at April*

Indicative teaching sector	2013	2014	2015	2016	2017	2018	2019	2020	2021
ECE	1,400	1,295	1,095	870	925	890	900	895	1,175
Primary	1,990	1,830	1,850	1,750	1,700	1,955	1,940	1,855	2,350
Secondary	990	925	860	725	800	760	735	735	1,030
Unknown	15	10	10	15	10	30	25	5	30
<b>Total</b>	<b>4,310</b>	<b>4,015</b>	<b>3,755</b>	<b>3,355</b>	<b>3,425</b>	<b>3,630</b>	<b>3,600</b>	<b>3,490</b>	<b>4,580</b>

Notes: 1. Where students enrol in an ITE qualification which prepares them to teach in more than one sector, we report them in each of these sectors. 2. Data in this table, including totals, have been rounded to the nearest 5 to protect the privacy of individuals, so the sum of individual counts may not add to the total.