

**Te Mahere Rautaki a Rangahau
Mātauranga o Aotearoa**
2021—2025



E hī ake ana te matau, ki te whaiiao, ki te ao mārama

Te whāinga roa

Ko te kaupapa o te mātauranga, he whakatipu ākongā, he whakatinana i ngā pūmanawa, he hāpai hoki i te oranga nui o te hapori.

Te kaupapa

Ko te pūtake o tō mātou kaupapa, ko te ‘whakatere tōmua’, arā, he kaiwhakatere mātou e rapu ana i ngā ara hou.

He whakatere tōmua tā mātou mahi. Ko te pūtake o ā mātou mahi, he kimi i ngā ara e whiwhi ai ngā kaiako, ngā ākongā me ngā whānau ki ngā hua nui me ngā putanga whaihua o te ao mātauranga – mā te rangahau, mā ngā rauemi me ngā ratonga

Te Tiriti o Waitangi

E kokirihia ana ā mātou mahi e tō mātou kaha ki te whakaū i Te Tiriti o Waitangi.

Ko Te Tiriti o Waitangi te tūāpapa o Aotearoa. He mea haina e ngā rangatira o ngā hapū me te Karauna. Ko tā Te Tiriti o Waitangi, he whakaū i ngā mōtika a te Māori hei tangata whenua, he whakatū anō i tēnei wāhi me tētahi momo kāwanatanga hoki ki Aotearoa.

Ko Te Tiriti o Waitangi te tūāpapa o te pou herenga i waenga i ngā mana whakahaere o te tangata whenua me ngā iwi katoa nō wāhi kē i ū mai i ngā tau whai muri mai. Ko te pūtake o te herenga whai-mana, ko te whakaae ki te noho ngātahi, i runga i te ngākau pono, ki te atawhai, ki te manaaki tētahi i tētahi. Nā reira, me whakaea ngā hara o te mahi tāmi, kia taea ai e ngā tāngata katoa o Aotearoa te āta waihanga mai i ngā āhuatanga tōtika hei whakahōnore i te kaupapa o Te Tiriti o Waitangi.

Hei tā Te Tiriti o Waitangi, me kite ngā putanga rite tahi mā te Māori, hei Māori, i roto i tō tātou ao mātauranga. He whare rangahau, he whare whakawhanake kaupapa mātou, e ū pūmau ana ki te whakatutukinga o Te Tiriti o Waitangi. Kei te whakanui mātou i te reo Māori me ōna tikanga, waihoki ko te tuakiri Māori, i roto i ā mātou mahi katoa.

Ngā uara

E tāraia ana tō mātou waka e ō mātou uara me ngā āhuatanga e atawhaitia ana e mātou.

He mea nui ki a mātou te tū motuhake; te pono; te auahatanga; te mahi ngātahi me te rangatiratanga. E atawhaitia ana ēnei āhuatanga e te:

- **Whanaungatanga** – ka atawhai mātou i ō mātou hononga me ngā pātuinga tau utuutu
- **Manaakitanga** – ka whakamana mātou i te tangata, ka manaaki, ka atawhai hoki i a ia
- **Ako** – he mea nui te ako, ā, kei te ako haere hoki mātou

Mō NZCER

Ka whakaputaina e mātou ngā rangahau whai kōunga hei whakaawe i ngā kaupapa here me ngā mahi whakaako i te ao mātauranga.

- E whai ana mātou ki te whakapiki ake i ngā mahi ako, i runga i tō mātou tū hei pou whakaawe mō ngā mahi kaupapa here me ngā mahi ako i te ao mātauranga
- Kei te whakapau kaha mātou ki te whakatinanatanga o ngā mātāpono o Te Tiriti o Waitangi hei hāpai i te mana Māori, hei whakamana hoki i te Māori.
- Kei te whai mātou i te rangahau tino whai kōunga. Ko te mahi rangahau te ngako o ngā whakaputanga, o ngā rauemi, o ngā ratonga, o ngā arotake me ā mātou tāpaenga kōrero.

Whakaterere tōmua

Kei te whakaū te ariā o 'whakaterere tōmua' i ō mātou wawata, arā, e kīia ana, hai punga te wawata, kia rere ki whea atu, ki whea mai.

E whai ana te kaupapa o 'whakaterere tōmua' i te tauria o ngā kaiwhakaterere waka, arā, o te wairua hikaka, o ngā pūkenga o te mahi whakaterere waka, otirā o te waka tonu, hei whakamārama i te mahere mahi a NZCER. Ki te whakaaroaro tātou mō te mahi whakaterere waka, ka whakaarahia ake ngā whakaahua me ngā uara e hāngai ana ki te wehenga atu o te tangata i te whenua e taunga ana ki a ia, i runga i te whakaae ki te whai i tētahi ara hou. I ētahi wā, kua whakaterere kētia ngā wai, ā, he wā anō, he 'kaiwhakaterere tōmua' mātou e whakaterere ana i ngā wai kāore anō kia āta maheretia.

He whakamārama

He umanga motuhake mātou i raro i te ture, e mahi ana mō te painga o te iwi whānui i te ao mātauranga.

I whakatūria te NZCER i te tau 1934 nā te pūtea tautoko o te Carnegie Corporation. I te tau 1945, ka tū mātou hei umanga motuhake i raro i te Ture o te New Zealand Council for Educational Research Act 1972. Koia nei ā mātou mahi i raro i te Ture:

- a) He hāpai i ngā akoranga me te mahi rangahau e pā ana ki ngā take o te ao mātauranga, o ngā kaupapa whaipānga hoki, ā, me whakarite, me whakaputa hoki i ngā pūrongo e pā ana ki ēnei take i te wā e tika ana ki ā mātou, hei painga kē rānei mā ngā kaiako me ētahi atu tāngata.
- b) He whāngai i ngā mōhiotanga, he tāpae kōrero, he āwhina hoki i ngā tāngata me ngā whakahaere e arotahi ana ki te ao mātauranga me ōna take.

Ka kopoua kia rima ngā mema o te Poari o NZCER (nā tētahi rōpū whiriwhiri), ā, ka whakatūria tētahi anō e te Minita Take Mātauranga. E āhei ana te Poari ki te toro atu ki ngā tāngata tokotoru anō hei mema o te Poari.

Ko ngā momo kaimahi o te whare ko te Research & Development, ko te Sales me ngā rōpū Business Support. He rōpū rangahau a Te Wāhanga e anga nui ana ki ngā mahi rangahau i raro i te kaupapa Māori.

E mahi ana te NZCER hei painga mō te iwi whānui i te ao mātauranga. E whai pūtea ana mātou i ngā puna maha, arā, i ngā tono kirimana rangahau, i tētahi tahua pūtea a te kāwanatanga e kīia ana ko Te Pae Tawhiti me te hokonga atu o ā mātou rauemi me ā mātou ratonga. Nā te pūtea o Te Pae Tawhiti e āhei ana mātou ki te whakarite i tētahi hōtaka rangahau hei hāpai, hei whakapiki ake i ā mātou mahi kirimana. Ka tono atu mātou mō ngā kaupapa rangahau e hāngai ana ki ā mātou whāinga tōmua, ki ō mātou pūkenga, ā, ka arotahi mātou ki ngā mahi e tino whaihua ana ki te ao mātauranga.

Ngā whāinga tōmua

Mā ā mātou whāinga tōmua, ka tutuki tō mātou kaupapa. E whā ngā whāinga tōmua me ngā mahi hei whakatutuki.

1. Te whakakorenga o te mahi tāmi i te ao mātauranga

Taia te wai (o te waka) kia pai ai te whakaterere ki uta, ki tai

Ko tā tenei whāinga tōmua, he whakawhanake i ngā ara mahi e whakakore atu ana i te mahi tāmi i te ao mātauranga. Ki tā Linda Tuhiwai Smith, ko te pūtake o te “whakakorenga o te mahi tāmi”, ko te “māramatanga ki ngā whakapae huna, ki ngā hiahia me ngā uara o ngā tikanga rangahau”.¹

Mā te arotahi atu ki te whakakorenga o te mahi tāmi i roto i ā mātou mahi, ka āta kite mātou, wāihoki ko ētahi atu anō, i ngā āhuatanga taurite kore i ahu mai i te mahi tāmi. Kei te whakaahuatia tonutia te pūnaha mātauranga e ēnei āhuatanga, ā, kei te rongonā ākongā, ngā whānau me ngā aiga i ngā hua kino i tenei rā tonu. Mā ā mātou mahi, kei te hiahia mātou ki te whakaū, kua ko ngā hua o te tino rangatiratanga ki te Māori anake, heoi, ki ngā iwi o Te Moananui-a-Kiwa anō hoki.

He kaupapa tūmau te mahi whakawhanake i ngā ara mahi e whakakore atu ana i te mahi tāmi. Me ū, me kaha ki te mahitahi hei tautohu, hei whakahē hoki i ngā āhuatanga taurite-kore kia tahuri mai ai ngā pūnaha whakahaere, kia rerekē anō hoki ngā mahi o ia rā. Me whai rangahau tenei kaupapa, me whai hoamahi ngā kaihoahoa me ngā kairangahau, otirā, me mātua whaitake ngā mahi nei mō ngā kaiuru me ō rātou hapori.

Ko tā NZCER:

- he whakawhanake, he whakaū hoki i tētahi whāinga roa mō te whakakorenga o te mahi tāmi i roto i ā mātou mahi
- he arotake i ā mātou ake tikanga rangahau, i ā mātou rauemi hoki hei whakakore atu i te mahi tāmi
- he whakaatu atu i ngā āhuatanga taurite-kore me ētahi atu take nō roto i te pūnaha mātauranga, ā, me whakamārama atu ngā ara tika hei whakaea i ngā take taurite-kore
- he whakawhānui ake i ō mātou hononga whaitake, inarā, i te taha o te tangata whenua
- he tū hei pou whakaaweawe mō te whakakorenga o te mahi tāmi i te ao mātauranga, mā ā mātou rangahau, mā ā mātou rauemi me ā mātou ratonga.

2. E hāpai ana i te mana o te Māori, e whakamana ana i te Māori

Hai pungā te wawata

E taunaki ana tenei whāinga tōmua i te mōtika o te Māori ki te ako, hei Māori anō. E whakapau kaha ana mātou kia tino whaihua te ao mātauranga o te Māori i ā mātou mahi. Ka mahi mātou ki te panoni tōtika i ngā kaupapa here me ngā mahi ako, ki te tautoko i ngā wawata o te Māori, kia mātua whaihua ai ngā ākongā Māori.

E hāpai ana ā mātou mahinga rautaki i ā mātou mahi o mua. Ka arotahi mātou ki te whakarauoratanga o te reo Māori me ōna tikanga, hei whakapiki ake i te raukaha o tenei rāngai mahi, e tutuki ai te whāinga roa o te noho māori noa o te reo Māori i te ao o āpōpō. Ka āta whakapāpā atu mātou ki ngā Māori i roto i ngā kura, i ngā akomanga reo Māori, i ngā akomanga reo Pākehā hoki mā te whakarātonga atu o ngā mahi rangahau, o ngā rauemi me ngā ratonga hei tautoko i ngā ākongā, i ngā kaiako me ngā whānau ki te ako, hei Māori tonu.

Mā tenei whāinga tōmua, ka whakawhānuihia ake te nui o ngā kaupapa rangahau Māori o NZCER – e kīia ana, ko te ‘whakaterere tōmua’. Ka āta kimi atu mātou i ngā mahi e whai ana i ngā momo ‘whakaterenga tōmua’ e mātua tautoko ana i te mana Māori, e whakamana ana i te Māori me ōna wawata.

Ko tā NZCER:

- he mātua whakapāpā atu ki te Māori kia tūhono atu ā mātou mahi ki ngā ākonga Māori, kia kitea ai hoki ētahi ara hou mā rātou
- he tū hei kaitaunaki mā ngā kaupapa rangahau Māori, mā ngā rauemi me ngā taunakitanga e hāpai ana i te mana raraunga me te mana o te Māori
- he tū hei kaitaunaki, hei pou whakaawe hoki i roto i te whakarauoratanga o te reo Māori me ōna tikanga
- he tautoko i ngā kaiako i roto i ngā kura reo Pākehā ki te whakatutuki i ō rātou wawata mō te noho tikanga-rua o ngā ākonga katoa.

3. He whakapiki ake i te noho taurite o ngā ākonga me ngā tikanga taurite i te ao mātauranga

Kia kotahi te hoe

Ko te kaupapa o tēnei whāinga tōmua, he kimi i ngā ara hei whakatinana i ngā pukenga, i ngā tūmanako me ngā wawata o ia ākonga. Mā ā mātou mahi, kei te hiahia mātou ki te tautoko, ki te whāngai hoki i ngā rōpū e noho matekai tonu ana i te ao mātauranga. Ko te nuinga e pā kahangia ana e tēnei āhuatanga, ko ngā iwi Māori me ērā nō Te Moananui-a-Kiwa, rātou ko te hunga e noho ana i te rawakore, ko ngā ākonga nō te iwi takatāpui whānui (LGBTQIA+), ko ngā ākonga whaikaha, ko ngā ākonga e pāngia ana e ngā momo mateā ā-hinengaro, e ngā mateā motuhake me ngā tini mateā ako rerekē. He kura ēnei tāngata ki roto i ō tātou hapori, he pukenga anō ō rātou hei whakatinana ake, hei tuku atu anō ki ētahi atu.

Ka whakapātaritaria ngā mahi noa o nāianei e ā mātou mahi i raro i tēnei kaupapa. Ka rapu mātou i ngā ara e pūawai ai ngā ākonga i ō rātou wheako i te ao mātauranga, mai i ngā whare kōhungahunga ki ngā whare wānanga. Me āta whakatakoto ngā tohutohu tōtika hei whakapai ake i te noho taurite me te kounga o ngā mahi kaupapa here me ngā mahi ako. Mā te whakapikinga ake o ngā pūtea haumi e arotahi ana ki ngā take e pā ana ki te noho taurite, ka pai ake ai ā mātou whakatutukinga mā ngā momo rōpū ākonga rerekē.

Ki te whakakahangia ake ō mātou hononga ki ngā kōhanga reo, ki ngā puna reo, ki ngā kura, ki ngā whānau, ki ngā hapū, ki ngā iwi, ki ngā aiga, ki ngā hapori me ērā atu whakahaere e tautoko ana i te mahi ako e tino hāpai ana i ngā rōpū rerekē, ka whakatikaina te noho taurite o ngā ākonga me ngā take taurite-kore i te ao mātauranga.

Ko tā NZCER:

- he whai i ngā rangahau, he tāpae tohutohu anō ki ngā mahi kaupapa here e aro nui ana ki te noho taurite, ki te ekenga hoki o ngā mahi mātauranga ki ngā taumata tiketike
- he mahitahi ki ngā rōpū rerekē me ērā e whai kaha tonu ana, ki te kimi i ngā ara e kitea ai, e tautokona ai ngā pūmanawa o ngā ākonga katoa mā roto i ā mātou mahi.
- he whakapau pūtea ki te whakapai ake i te whai wāhitanga me te toronga mai ki ngā rauemi aromatawai me ngā puka uiui a NZCER
- he kimi i ngā pātuinga kia tū ngātahi ai mātou hei pou whakaaweawe, hei māngai mō te noho taurite me te hiranga o te mahi i te ao mātauranga.

4. Te tū hei pou whakaawe i te ao mātauranga o apōpō

Takiritia te rā (o te waka) kia kau takawiwini, kia kau takawawana ki tua o te pae tawhiti

Ko te ngako o tēnei whāinga tōmua, ko te tū hei kaikōkiri whakaaro e pā ana ki ngā kokenga whakamua o te ao mātauranga o apōpō. He ao hurihuri tēnei, otirā, e takahurihuri haere ana ōna āhuatanga katoa. Me mātau te ao mātauranga ki te hōhonutanga o ōna pūnaha, me whai rangahau, me whai rauemi anō

kia mārāma ai tātou ki ngā take ā-papori, ki ngā take ā-taiao, otirā, ki ngā whakahoutanga maha i te ao hangarau, i roto anō i ngā piki me ngā heke o te wā. I a tātou e para ana i te huarahi i roto i ngā rangahau mātauranga, he kaiārahi hoki mātou e whakaputa ana i ngā taunakitanga ki te ao mārāma, arā, ko ngā kōwhiringa, ko ngā āheitanga, waihoki, ko ngā hua o ngā kaupapa here o te ao mātauranga o āpōpō mā ngā mahi whakaako, mā ngā mahi ako me ngā tikanga mahi a ngā kaiārahi.

Ka tū mātou hei kaiārahi – e arohaehae ana i te mahi a te pūnaha mātauranga hei whakatutuki i āna whāinga. E whakapau kaha ana mātou ki ngā kaupapa e pā ana ki te marautanga, ki te aromatawai, ki te mahi kaupapa here, ki te hauora, ki ngā tikanga toitū, ki ngā kaiārahi o ngā kura, ki ngā mahi whakangungu kaiako, ki te mahi whakaako me te mahi ako. Ka whakapātaritarihia ngā mahinga noa o te wā e ngā putanga o ngā rangahau, e kitea ai ngā kōwhiringa auaha me ngā kōwhiringa whai tikanga toitū i te mahi whakaako me te mahi ako.

Me mahi ngātahi tātou katoa e ea ai ngā take matatini e haere tonu mai ana. I te mea he whakahaere tū motuhake mātou, e āhei ana mātou ki te ārahi i ngā tūhononga e tika ana. Ki te kāpuia ngā aho maha, arā, ko te rangahau, ko ngā kaimahi, ko te whānau, ko te hapū, ko te iwi, ko te aiga, ko ngā hapori, ko ngā kaimahi kaupapa here, ko ngā whakahaere takoha pūtea me ngā momo umanga, ka tino whaihua ngā mahi huri noa i te rāngai mātauranga, mai i te whare kōhungahunga tae atu ki ngā akoranga tūroa o te hunga pakeke. Mā ngā whakapaunga werawera o te katoa, ka tutuki ngā wawata – kia whiwhi ai ngā tāngata o Aotearoa, o Te Moananui-a-Kiwa, o tua atu anō ki ngā taonga kāmehameha o te ao mātauranga.

Ko tā NZCER:

- he āta whakatū i ngā tauira ariā whaikiko hei whakaaweawe, hei whakahou anō i ngā whakaaro o te tangata ki tōna anō ao
- he whaiwhai atu i ngā ara mahi e kaupare atu ana i ngā ārai, e āki ana i te wairua auaha, e whakatairanga ana hoki i ngā tikanga mahi a te ao mātauranga e arotahi ana ki ngā rā o anamata
- he whakapakari ake tonu i tō mātou kaha ki te tautoko, ki te whakaawe hoki i ngā momo rōpū rerekē, i ngā take matatini hoki o tētahi pūnaha mātauranga e whai mātauranga ana i te mahi rangahau me te taunakitanga
- he whakatū i ngā pātuinga hei whakatutuki i ngā kaupapa e whai painga nui ai te ao mātauranga

Ā mātou paearu angitu

Ka eke mātou ki te pae o angitu i runga i tō mātou kaha ki te whakaaweawe, ki te whakaū hoki i ngā putanga pai i te ao mātauranga. Kei ngā tauāki e whai ake nei ngā putanga matua e whāia ana e mātou i te roanga o tēnei rautaki. Mā roto i ā mātou mahi,

- kei te kōrerohia, kei te mōhiohia, kei te whakamahia ngā ara mahi e whakakore ana i te mahi tāmi i roto i te ao mātauranga, arā, i te rangahau, i ngā kaupapa here me ngā tikanga mahi
- he pai ngā urupare a ngā kaiwhakaako Māori arā, a ngā kaiako me ngā tumuaki, e pā ana ki te whaitake me te hāngai o ā mātou mahi ki te tautoko, ki te whakapai ake hoki i ā rātou ake mahi
- kei te whakatikaina ngā take e pā ana ki te noho taurite, e auau ana ngā mihi a ngā rōpū kāore anō kia āta whakawhiwhia ngā painga o te mātauranga
- he whānui ngā momo kiritaki me ngā kaiwhaipānga e whakapāpā mai ana ki ō mātau kaiārahi, ki tā mātou rangahau me ngā rauemi. E anga whakamua ana ēnei āhuatanga, ā, kei te kite rātou i ngā hua o ā mātou mahi, waihoki, kei te whakaahua mai rātou i ngā painga.
- kei te whakaaweawe ngā kaituhi me ngā kaimahi o ngā kaupapa here, kei te huri haere ngā mahi hei painga mā ngā ākongā, ngā kaiako me ngā whānau

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- kei te rangona whānuitia te kaha o NZCER ki te hāpai i te kaupapa o te tikanga rua.

Te whakatinanatanga o tēnei rautaki

Kei te whakatakoto tēnei rautaki i ā mātou whāinga tōmua, kei te whakaahuahia hoki ā mātou mahi e tētahi anga-mahi e mau ana i tā mātou Mahere ā-Tau. E ārahi ana ēnei kōrero i ā mātou whakataunga e pā ana ki Te Pae Tawhiti, ki ngā kirimana mahi e tonoa ana, ki ngā whakapaunga pūtea ki ā mātou rauemi me ā mātou ratonga, ki te nui o te wāhi ki te taha whakahaere o te umanga nei, ki ngā momo mahere anō hei tautoko i ngā mahi whakangungu mā ā mātou kaimahi.

Ka whanake haere tonu tō mātou kanorautanga, tō mātou raukaha me ō mātou pūkenga huri noa i ngā tūranga mahi o tēnei whare. He mea nui tēnei kia eke mātou ki te taumata angitu, kia ea ai ngā putanga e whāia ana e mātou.

Kei te kaha kitea ngā kōrero mō ngā pātuinga i ngā whāinga tōmua e whā, ā, mā ngā pātuinga pono me ngā tūhononga ki ngā tangata whenua e ea tika ai ēnei whāinga.

Kei te whakapono mātou ki ngā tikanga tau utuutu, ki te te mahi ngātahi i te taha o ngā mātanga whai pūkenga anō, kia nui ake ngā hua o ā mātou mahi. Ka ū tonu mātou ki te whakapūmautanga o ngā hononga o nāianeī, ki te whakatūnga o ngā hononga hou anō i roto i ā mātou mahi i ia rā, i ia rā.

1 Smith, Linda Tuhiwai. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books and Otago University Press.

1 Smith, Linda Tuhivai. (1999). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books and Otago University Press.

This strategy sets our priorities and shapes our mahi with a framework upon which we develop our Mahere ā-Tau Annual Plan. It guides our decision making for Te Pae Tawhiti, the opportunities we seek through contestable project work, the investments we make in our resources and services, the focus we give to our business support, and the plans we put in place to support our staff learning and development. We will continue to grow our diversity, capability, and expertise across all roles in the organisation. This is critical to our success and the outcomes we're striving for. Partnerships are a recurring theme across all four strategic priorities and will only be fully realised through genuine partnerships and relationships with tangata whenua. We believe in reciprocity and working together with complementary expertise to achieve greater impact. Strengthening current and establishing new relationships will be an ongoing aspect of our day-to-day mahi.

How we'll implement this strategy

Our success is largely measured by our ability to influence and enable positive outcomes in education. The following statements describe the key outcomes we're striving for during the period of this strategy. Through our mahi, decolonising approaches in education are being more widely discussed, understood, and used in education research, education policy, and practice

- Māori educators—kaiako and tunuaki—are giving positive feedback about the usefulness and relevance of our mahi to support and enhance their own practice
- improvements to equity are occurring and this is frequently acknowledged by groups under-served in education
- a wide range of clients and stakeholders are frequently engaging with our future-focused leadership, research, and resources as they find value in our mahi and can describe the positive impact of our contributions
- policy makers and practitioners are frequently influenced and make changes to benefit ākongā, kaiako, and whānau
- NZCER is increasingly known for our strengths as a bicultural organisation.

Our strategic success criteria

- build carefully reasoned theoretical models to influence and shift how people think about the world
 - actively seek opportunities that push boundaries, encourage innovation, and promote future-focused practices in education
 - continue to strengthen the ways we can support and influence a diverse and complex education system that learns from research and evidence
 - develop partnerships to realise opportunities for significant and positive impact in education.
- NZCER will:

3. Improving equity for ākongā and equity in education

*Kia kotahi te hōe
Working together as one*

This strategic priority is about finding ways to realise the strengths, hopes, and dreams of every ākongā. Through our mahi, we want to support and cater for under-served groups in the education system. This includes disproportionate numbers of Māori and Pacific peoples, those from low socioeconomic backgrounds, ākongā within the rainbow (LGBTQA+) community, and ākongā with disabilities, neurodiverse needs, special needs, and additional educational needs. These people are an asset to our communities with strengths to realise and share with others.

Our work in this area will challenge the status quo and seek to explore ways to ensure ākongā flourish because of their education experiences, from early learning to adult learning. Clear recommendations are needed for policy and practice about ways to improve equity and excellence in education. Further investment focused on equity will improve our ability to meet the needs of diverse groups of ākongā. Strengthening our connections with kōhanga reo, puna reo, kura, whānau, hapū, iwi, āiā, communities, and other learning support organisations that are focused on supporting diversity will help to improve equity for ākongā, and equity in education.

NZCER will:

- undertake research and make policy recommendations in areas where equity and excellence in education could be improved
- work with diverse and under-served groups to find ways for all ākongā strengths to be revealed and supported through our mahi
- invest in making improvements to the inclusiveness and accessibility of NZCER's assessment and survey resources
- seek partnerships to jointly influence and advocate for equity and excellence in our education system.

4. Influencing the future of education

*Takiritia te ra (o te waka), kia kau takawitini kia kau takawawana ki tua o te pae tawhiti
Unfurl the sail (of the canoe) so it may glide fearlessly and boldly beyond the distant horizon*

This strategic priority is about leading thinking to navigate our potential futures in education. We live in turbulent times with unprecedented change. Education needs a systems thinking approach, with research and resources to help us make sense of the social and environmental issues, rapid changes in digital technologies, and increased uncertainty. As wayfinders in educational research, we have a leadership role in bringing to light the evidence, options, possibilities, and consequences of future education policy and future teaching, learning, and leadership practices.

We will take a leading role in analysing how well the education system is working to achieve its aims. We strive to be leading contributors in curriculum, assessment, systems, policy, wellbeing, sustainability, school leadership, kaiako development, and teaching and learning. We will use research evidence to challenge the status quo, and to reveal options for teaching and learning in innovative and sustainable ways.

The complexities ahead of us will require collective efforts. As an independent organisation we are well placed to help lead and facilitate the required connectedness. Working with complementary expertise across research, practitioners, whānau, hapū, iwi, āiā, communities, policy makers, philanthropists, organisations, and associations will help us achieve greater impact across the sector, from early learning to lifelong learning as adults. Through our collective endeavours, we have the potential to further our aspirations—ensuring the best possible education experiences and outcomes for people in Aotearoa, the Pacific, and beyond.

Strategic priorities

Our strategic priorities help us achieve our purpose. We have four strategic priorities and associated actions.

1. Decolonising education

Tāia te wai (o te waka) kia pai ai te whakarehe ki uta ki tai

Ball the water (of the canoe) so it may manoeuvre shoreward and seaward

This strategic priority is about developing decolonising approaches in education. According to Linda Tuhirai Smith, “decolonization” is concerned with having “a more critical understanding of the underlying assumptions, motivations and values that inform research practices”;¹

By bringing a decolonising focus to our work, we aim to deepen our own and others’ awareness of the inequities caused by colonisation. These inequities continue to shape our education system and result in negative consequences for ākongā, whānau, and āiga today. Through our work, we aim to highlight not only the benefits of tino rangatiratanga for Māori, but also self-determination for Pacific peoples. Developing decolonising approaches in education needs to be ongoing. It will require sustained and collaborative efforts to identify and challenge inequities, and to influence both systemic change and everyday practice. It will also require research that is co-designed and collaborative, and that works for the participants and their communities.

NZCER will:

- develop and embed a vision for decolonising education through our work
- review our own methodologies and resources with a decolonising lens
- make visible the inequities and systemic issues in education and shed light on ways to address those inequities
- seek to increase our mahi with genuine partnerships, particularly with tangata whenua
- aim to influence how people think about decolonising education through our research, resources, and services.

2. Upholding mana Māori, whakamana Māori

Hai punga te wawata

Anchoring our aspirations

This strategic priority is about advocating for the right of Māori to learn as Māori. We are committed to making a significant contribution to Māori education. We will do this in ways that bring about positive change in policy and practice, support Māori aspirations, and benefit Māori learners. Our strategic actions build on our history in this area. We will focus on the revitalisation of te reo Māori me ona tikanaga to help build sector capability, and ultimately contribute to the future vision of te reo Māori becoming a normal part of daily life. We will also actively engage with Māori in kura, Māori-medium, and English-medium settings through providing access to research, resources, and services to support ākongā, kaitako, and whānau to learn as Māori. Within this strategic priority, NZCER’s wayfinding mahi is about building on the portfolio of kaupapa Māori research. We will actively seek work that challenges us to embark on new journeys that focus on upholding mana Māori, whakamana Māori, and Māori aspirations.

NZCER will:

- actively engage with Māori to ensure our work connects with, and creates opportunities for, ākongā Māori
- advocate for kaupapa Māori research, resources, and evidence that uphold Māori data sovereignty and mana Māori
- act as an advocate and motivator in the revitalisation of te reo Māori me ona tikanaga
- support kaitako in English-medium schools with their bicultural aspirations for all ākongā.

- We aim to improve learning by influencing education policy and practice.
- We are actively committed to the principles of Te Tiriti o Waitangi to help us uphold mana Maori, whakamana Maori.
- We strive for high quality research. Research is integral to the publications, resources, services, evaluations, and advice we provide.

Whakaree tomua

*Whakaree tomua anchors our aspirations—hai punga te wawata
kia ree ki whea atu, ki whea mai.*

Whakaree tomua is about utilising the concepts of wayfinding—the voyaging spirit, navigation, and waka—as ways to describe the NZCER mahere. The concept of wayfinding or navigation prompts and provokes images and values that are located in the action of stepping off solid land that we know well, and accepting the challenge to embark on new journeys. We will travel across sometimes familiar, and sometimes uncharted, waters.

Background

We are an independent statutory body that works for public good in education.

NZCER was established in 1934 with philanthropic funding from the Carnegie Corporation. In 1945, we became an independent statutory body, and we operate under the New Zealand Council for Educational Research Act 1972. The Act sets out our official functions:

- (a) to foster the study of, and research into, educational and other like matters, and to prepare and publish such reports on these matters as may in its opinion be necessary or of value to teachers or other persons
- (b) to furnish information, advice, and assistance to persons and organisations concerned with education and other similar matters.

The Board of NZCER has five elected members (chosen by an electoral college) and one member appointed by the Minister of Education. The Board can co-opt up to three more people to be members of the Board.

Our staff include Research & Development, Sales, and Business Support teams. Te Wāhanga is a team of kaitiāngahau who give priority to kaupapa Māori research.

NZCER operates for public good in education. Our revenue comes from multiple sources, including contestable research contracts, a government grant called Te Pae Tawhiti, and sales from our resources and services. Te Pae Tawhiti enables us to build a research programme that complements and enhances our contract work. We bid for work that aligns with our strategic priorities and areas of expertise, and focus on mahi that we believe will have an impact in education.

Draw up the hook into the world of light

Vision

Education is about nurturing ākonga, realising potential, and helping communities thrive.

Purpose

Our purpose centres on whakaree tōmua / wayfinding:

Whakaree tōmua is our mahi. Our purpose—through research, resources, and services—is to find ways for kaitako, ākonga, and whānau to have the best possible education experiences and outcomes.

Te Tiriti o Waitangi

Our work is driven by a strong commitment to Te Tiriti o Waitangi.

Te Tiriti o Waitangi is the founding document of Aotearoa. Signed in 1840 by leaders of hapū and the Crown, Te Tiriti o Waitangi affirmed Māori rights as tangata whenua and provided a place and a model of governance in Aotearoa.

Te Tiriti o Waitangi provided a basis for ongoing, power-sharing relationships between tangata whenua and all others who would come in later years. Central to this power-sharing was a commitment to live together in the spirit of honourable relationships and to take the best possible care of each other. This requires the injustices caused by colonisation to be addressed and for all New Zealanders to engage in creating a positive future that honours the vision of Te Tiriti o Waitangi.

Te Tiriti o Waitangi requires our education system to achieve equitable outcomes for Māori as Māori. As a research and development organisation, we are committed to honouring Te Tiriti o Waitangi. We value the importance of Māori language, culture, and identity in all our practices.

Values

Our values shape our culture and what we care about.

We value motuhake—our independence; pono—strong ethics; auahatanga—creativity and innovation; mahi ngātahi—collaboration; and rangatiratanga—leadership. Paramount to these are:

- **Whanungatanga**—we value relationships and reciprocal partnerships
- **Manaakitanga**—we respect others and treat them with generosity and care
- **Ako**—we value learning and are also on this journey.

***E hī ake ana te matau ki te whaiāo
ki te ao mārama***



**Te Rautaki a Rangahau Mātauranga
o Aotearoa 2021-2025**
NZCER Strategy 2021-2025