

ABOUT NZCER

75 YEARS OF SUPPORTING EDUCATION IN NEW ZEALAND

This is the New Zealand Council for Educational Research's 75th year as an independent research organisation. NZCER was established in 1934, with money from the Carnegie Corporation of New York, and with the enthusiastic backing of New Zealand's leading educators. Both the corporation and the local promoters were driven by a belief in the need for New Zealand-based research, and an awareness of New Zealand's isolation from the latest education thinking and practice.

In 1945 NZCER became a statutory body with its own Act of Parliament. Change accelerated with the public sector and education reforms of the 1980s and 1990s, and the research environment continues to shift in the 21st century. NZCER has responded by building a viable business with a number of income streams and an infrastructure that supports a research and development organisation.

NZCER has a unique business model. Our core purpose remains to conduct research, working with a mix of public and private-sector clients. A second and increasingly important strand to our work is our research-based products and services, such as classroom resources, educational journals, surveys and tests.

The third strand of work comes from our Act and the mandate it gives us to provide independent advice and information. As New Zealand's only national independent educational research organisation, we take that responsibility seriously. We are able to use our research-informed expertise to make an authoritative contribution to current education debates, including policy and practice issues, through means such as position papers, media comment and submissions.

INSIDE NZCER

NZCER has:

- experienced teams of researchers and statisticians
- a national and international reputation for the quality of our work
- particular expertise in curriculum, assessment and test design
- a strong infrastructure, including ICT expertise, a specialist library and in-house sales and distribution.

We have a publishing arm, NZCER Press, which publishes books, reports, journals and classroom resources, and the Psychological Test Centre (PTC), which sells and distributes educational, psychological and human resources tests.

NZCER has a purchase agreement with the government, which in the 2008–09 year made up just under 20 percent of our revenue. Our other income streams include competitive research contracts, sales of tests, books and journals, and income from services such as the online marking service for schools. Though we are a nonprofit, our business model enables us to continually build our capability and to invest in ideas, services and products to meet the needs of the education sector.

We are not formally attached to any government department, university or other educational organisation.

We have 58 staff (53.3 full-time equivalents). Of those, 22 are researchers or research assistants.

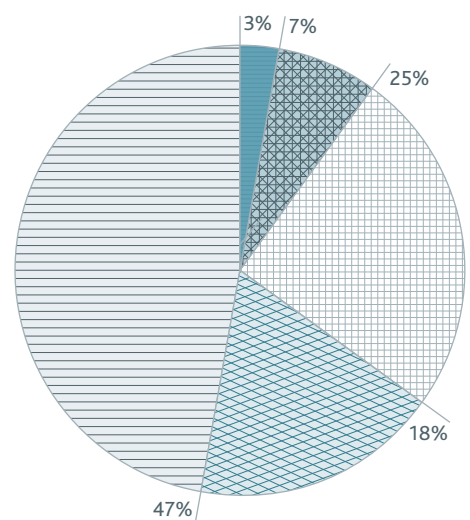
This financial year we conducted research for a range of clients, including the Ministry of Education, Tertiary Education Commission, Cognition Trust, the Industry Training Federation and the Institute for Professional Engineers.

We worked on research in partnership with a number of organisations, including the University of Waikato, The University of Auckland and the Australian Council for Educational Research (ACER).

We published 9 books and 7 educational journals during the year.

We hold the New Zealand licence for the Myers-Briggs Type Indicator® (MBTI).

This is where our income comes from:



- ▨ 25% Sales
- ▩ 18% Purchase agreement
- ▧ 47% Project revenue
- ▦ 3% Interest
- ▤ 7% Other income

OUR VISION

We strive as an organisation to contribute new insights into current educational issues, to lead the thinking on future possibilities and to at times challenge established wisdom. We want to contribute to an education system where all learners are well-equipped for the world ahead, and to support a society in which everyone actively participates and continues to learn throughout their lives.

WE VALUE:

Our independence. As a national organisation with no formal ties to government or private organisations, we stand our own ground and speak with a confident, authoritative voice.

Our New Zealand identity. We have an international reputation and strong networks but are firmly located in New Zealand. Partnership with Māori is integral to everything we do and is built on our shared responsibility and accountability to Māori. This commitment is demonstrated throughout our work programme.

Education. At the heart of everything we do is a belief in education. We strongly believe an excellent education system should help provide equitable outcomes for all and foster learning throughout life.

WE WANT OUR RESEARCH AND PROFESSIONAL RESOURCES TO BE:

Generating new knowledge about education. All our research and evaluative work should generate new ideas. We are committed to providing evidence that will improve the educational chances of our diverse population, and we want to generate transformative ideas and models to support the development of a 21st century education system.

Relevant and to have impact. We work on educational questions that are of strategic importance to New Zealand. A primary goal of our work programme is to inform the thinking and to influence the decision-making of practitioners, policy makers, politicians and parents. We want people to know about, understand and use our work.

Innovative and forward looking. We run a robust research and development programme and a professional publishing arm, NZCER Press, which enables the organisation to be at the leading edge of educational thinking and to anticipate the needs of the education sector for innovative ideas, resources and services.

High quality. Our high national and international standing in both research and publishing is important to us. We achieve excellence by meeting peer-review standards; we also have our own quality assurance processes which draw on the expertise of staff and are strengthened by our team-based environment. We foster a work culture in which all staff are continually learning.

AS AN ORGANISATION WE VALUE WORKING IN WAYS THAT ARE:

Respectful. We are keen listeners, seeking to be responsive to the needs and interests of all communities and cultures. Ongoing relationships are important to us. We take responsibility for providing feedback to our stakeholders at all stages of our work. We appreciate that we have much to learn from those we work with and that we can also help others build educational capability.

Transparent. We are clear about the understandings and assumptions we bring to our work. We continue to examine and reflect on them in our work with each other and with all our stakeholders.

Collaborative. Our work is undertaken collectively and we build a work programme which is cohesive and connected. We place a priority on purposeful collaborations, seeking to complement and support the work of other researchers and evaluators nationally and internationally.