

STATEMENT FROM BOARD CHAIR AND DIRECTOR



An organisation like NZCER needs to keep asking itself why it exists, how it is unique and how it adds value in its particular field. The lead-in to our 75th anniversary in 2009 has been a useful time to reflect on who we are and how we work and to challenge ourselves about how we might want to operate in the future.

NZCER was set up in 1934 because both local and overseas academics saw a pressing need to build educational research expertise in New Zealand. As an organisation it has been able to make and reshape itself over time. We have had a consistent mission all along, but as the world we live in has changed, and as the educational demands and contexts have shifted, so have we. A characteristic of a strong organisation is that it sticks to its values and purpose, while constantly adapting its business strategies and operating practice to changing needs. We have been nimble at continuing to serve our stakeholders, at staying ahead of their needs. We have had to have an eye not just on the current demands, but on the anticipated future and, increasingly, what can not be anticipated. Our vision, set out on page 3 states we will strive to contribute new insights into current educational issues, to lead the thinking on future possibilities and to at times challenge established wisdom. We aim to be innovative and forward-thinking.

One of the consequences is that the mix of work we do looks very different from a few years ago. Much of our research work is now undertaken on contract to a range of public- and private-sector organisations. We are strategic about how we invest our research dollar to complement our contract research and to enable us to provide evidence-based insights into the significant education issues of the day.

We have also invested in an infrastructure that supports a research and development organisation and adds value to our work. We have staff with very deep expertise in research; we also have staff adept at product development and people with a service orientation. Our project teams reflect that diversity. Where necessary, we enter into purposeful collaboration with other organisations with complementary knowledge and skills.

We are celebrating our first 75 years. We can't just exist because we existed before. We believe we have a unique niche as an independent national educational research organisation with the infrastructure to support the research and development that will be needed for the big education questions of the next 75 years, for the big questions of the 21st century.

Robyn Baker
Director

Peter Allen
Board Chair

WORK PROGRAMME CHART

RESEARCH PROGRAMME

The overarching theme for our research programme is 21st century education, within the context of the early childhood, school, tertiary sector and adult education, and with a Māori and Pasifika education focus. Projects fit into three strands: transforming curriculum, teaching and assessment; learners and teachers; and structures and systems.

RESEARCH AND DEVELOPMENT

We always have some areas of work in development. Some ideas will become projects, others may end up as a teaching resource, or lead to the development of a service. In 2008–2009, areas in development included:

- teachers' work
- partnerships in learning between young people, families, and teachers
- student engagement in learning
- future-focussed issues

PRODUCTS AND SERVICES

- NZCER Press, which produces research-based books, journals, and classroom resources
- assessment resources for classroom teachers, through the Assessment Resource Banks and related services
- Progressive Achievement & other tests
- NZCER marking service for results and analysis of PATs and STAR test
- Psychological Test Centre
- survey tools on student engagement with learning, and on teachers' attitudes to their job and workplace

Finance

Human Resources

Communications

Information Services

Sales & Distribution

Statistics