

Supporting Education in New Zealand for **75** YEARS



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

ANNUAL REPORT

2008–2009

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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.

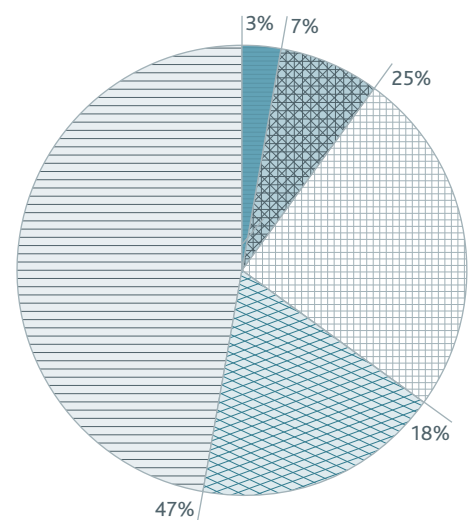
This financial year we conducted research for a range of clients, including the Ministry of Education, Tertiary Education Commission, Cognition Trust, the Industry Training Federation and the Institute for Professional Engineers.

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.



HIGHLIGHTS 2008-2009

WE TURN 75

NZCER was set up in 1934 and a lot of thought has gone in to how to mark our 75th anniversary in 2009. It is a good opportunity to reflect on our past and to think about how to position ourselves in the future. Planning for specific 75th celebrations began early in the 2008–09 year and involved many different staff. We delved into our history by looking at the series of conferences held around the country in 1937 and the role played then by the newly established NZCER. We planned three separate events for 2009. The first was held in May and consisted of conferences in Hamilton, Auckland, Christchurch and Wellington during one week, all focused on implementation in schools of *The New Zealand Curriculum*. Four schools gave presentations at each of the conferences, and our facilitators, NZCER chief researcher Rose Hipkins and Bronwen Cowie of Waikato University, summarised the main messages and drew together common themes. Two further conferences are planned for later in 2009.

SHIFTINGTHINKING.ORG.NZ

An exciting development during the year was the setting up of a new website intended to foster discussion and generate ideas about teaching and learning needs for the 21st century. It is managed by NZCER researchers, but operates as a separate space to our main website. It consists of a number of blogs, as well as background material and teaching resources, all exploring various aspects of 21st century teaching and learning. Increasingly NZCER researchers are using shiftingthinking.org as a space for trying out ideas and getting feedback from practitioners.

ASSESSING ADULT LITERACY AND NUMERACY

NZCER has led a collaboration with the Australian Council for Educational Research and IT company Fronde to build a computer-adaptive numeracy and literacy tool for adult learners. The tool, for the Tertiary Education Commission, will enable educators to assess the literacy and numeracy skills of adults, with the aim of helping to improve teaching and learning in literacy and numeracy across the workforce. It's part of the New Zealand Skill Strategy. This project has been an important one for building professional expertise within the organisation, particularly in item writing and psychometrics but also project management and collaborative approaches. It also aligns well with our growing work in the area of learning at work.

AT THE MOVIES

In September we held a movie night to showcase the digital stories made by participants in the Youth Connectedness project. We booked out the Penthouse theatre in Wellington and held two showings to accommodate all the young people and their friends and whānau. Most of the students have made three digital stories during their involvement in the project, and the movie night was a great way to celebrate that effort.

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LAUNCH OF SURVEYS

The launch of two new surveys into schools in the first quarter of the year attracted a lot of interest. The Me and My School survey is a tool to help measure student engagement in school and learning in Years 7–10 students. The Teacher Workplace Survey is an online anonymous tool which enables teachers to give their views on their workplace and working conditions. The surveys were available for schools in the third term. Since then, the survey tools have been further developed and will be offered again later in 2009. Me and My School now asks students some questions about reading habits and general routines, to provide more context to the student-engagement data. Changes to the Teacher Workplace Survey mean schools can now customise it by adding some of their own questions.

AND MORE

- The young people we began following in 1993 have turned 20, and this year we have begun the Competent Learners @ 20 stage of the important longitudinal study, *Competent Children/Competent Learners*.
- Our journal *Curriculum Matters* was included in the Thomson Reuters Social Scisearch Journal Citation Reports.
- We recorded a strong end-of-year financial result compared with budget.
- Our research programme has grown in the area of workplace learning.
- Researchers have made a contribution to key policy developments, such as the standards for primary schools.
- We continued to build our test development programme with the development of Science: Thinking with evidence and PAT: Listening.

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



OUR RESEARCH STORY

2008–2009

NZCER's work and how it is carried out is different in many ways from when the organisation was set up 75 years ago, but research remains our bedrock. We work for a range of clients. We have also diversified our business and develop and sell a range of products and services, all of which are research based. We make informed comment and provide advice, drawing on our research knowledge. Research is our niche.

The NZCER research team puts a lot of thought into developing a coherent research programme, in terms of the research contracts we bid for, the work we fund from our purchase agreement with the government, and our constant research-development work. This last category contains the ideas we are playing with that may emerge into a specific research projects.

NZCER's research staff, from research assistants to chief researchers, has a rich mix of skills, knowledge and experience. We make the most of that mix by taking a teams-based approach to projects. Research areas where NZCER has particular strengths include curriculum and assessment, school governance and leadership, new thinking for 21st century teaching and learning, and adult learning, including in the workplace.

Our conference series on curriculum implementation in May built on our depth of curriculum expertise, and drew on work done for the Ministry of Education in collaboration with the University of Waikato on curriculum implementation exploratory studies. The conference model, with presentations from 16 schools, and forums for deep discussion from conference participants, added value to our existing body of research in that area.

Learning at work is a growing and increasingly important strand of work for us. A number of staff were involved this year in a major collaborative project developing an assessment tool for improving teaching and learning for adults who are either in education and training, or work. Other projects in this area include a comprehensive literature review of workplace learning completed during the year, and an analysis of the models used by industry training organisations (ITOs) for managing and carrying out workplace assessment, which will result in a published good-practice guide.

We aim for our research work to not only be of a high standard but to be innovative, relevant and timely. An innovation many researchers have been involved in this year can be viewed online at: www.shiftingthinking.org.nz, which is a space for debate about the shift from 20th century to 21st century ideas about teaching and learning. This theme will be further developed in our third 75th year event later in 2009.

Our regular series of national surveys of schools provides an important national picture of what is going on in the sector, and how principals, teachers, board of trustee members and parents are feeling. In 2008–09 we produced further analysis from the 2006 secondary school survey and the 2007 primary school survey, and began work on the next secondary survey.

The age-16 stage of the longitudinal Competent Children/Competent Learners study was completed in the 2008–2009 year, and work has begun on the eighth phase. This will follow the young people at age 20, with a particular focus on their pathways immediately postschool.

OUR APPROACH

NZCER's work covers the spectrum from early years through primary and secondary education to tertiary level, the transition to the workforce and learning in the workplace. Māori and Pasifika education is an important focus in our projects. We define the key connecting theme across all our research as 21st century education, and within that we identify three strands: transforming curriculum, teaching and assessment; learners and teachers; and structures and systems. Some projects sit clearly in one category while others cross boundaries.

Transforming curriculum, teaching and assessment

This is about educational content and teaching approaches. It encompasses assessment, curriculum, tests, and research into teaching methods. Our work on curriculum implementation fits into this category.

Learners and teachers

Work in this category tends to focus on people: the new roles that are and will be required of teachers, students, parents and communities amid rapid social and economic change. An example is our work on the evaluation of the Regional Education for Enterprise (E4E) clusters.

Structures and systems

Projects in this area look at the contexts in which education takes place: the structural frameworks and systems. An important project is the collaborative Education–Employment linkages (EEL). The aim of this five-year project is to map and design improved formal systems to help young New Zealanders make good education–employment linkages to benefit themselves, their communities and the national economy.

NZCER PRESS

NZCER Press is an independent publisher operating as a business unit within NZCER.

NZCER Press enjoys a reputation for high standards and has growing links with overseas publishers. All publications are research based.

We work with both experienced and emerging researchers to make their findings accessible to a wide audience, which includes the research community and classroom teachers. To do this the Press publishes in a range of formats:

- books, which cover areas such as early childhood education, assessment, Māori education, literacy, mathematics, and leadership
- classroom resources, which include resource packs designed to help with the implementation of the key competencies
- interactive resources in numeracy and spelling
- journals, which include *Curriculum Matters*; *Early Childhood Folio*; and *set: Research Information for Teachers*.

The strategic intention of NZCER Press is to “develop and disseminate a range of timely, quality, innovative reports, resources and information”.

HIGHLIGHTS

- There has been continued international interest in NZCER Press publications. This year a New Zealand adaptation of *Making Classroom Assessment Work* was co-published with Building Connections Publishers (Canada). The association with Sage Publications (UK) and the Open University Press (UK) continues. An agreement with Sense Publishers (Rotterdam) was reached for the co-publication of *The Kiss and the Ghost: Sylvia Ashton-Warner and New Zealand*.
- *Curriculum Matters* has been selected for inclusion in the Thomson Reuters Social Scisearch and Journal Citation Reports. This selection is based on the international relevance of the content; quality of editing and presentation; and “on time” publication for three consecutive years. A reciprocal agreement for reprinting journal

articles remains in place with the National Foundation of Educational Research (NFER). Three NZCER Press journals—*Curriculum Matters*, *Early Childhood Folio*, and *set: Research Information for Teachers*—are also available in full text on the Cengage Learning (USA) databases, which serve a wide range of school and library communities. Within New Zealand, subscriptions to NZCER journals continue to increase, with significant growth in the numbers subscribing to *Curriculum Matters* and the *Early Childhood Folio*.

JOURNALS

Curriculum Matters 4: 2008

Early Childhood Folio: A Collection of Recent Research 12: 2008

set: Research Information for Teachers, 2, 2008

set: Research Information for Teachers, 3, 2008

set: Research Information for Teachers, 1, 2009

set Reprint: Culture of Care, 2009

set Reprint: Science, 2009

BOOKS

Averill, R., & Harvey, R. (Eds.). (2009). *Teaching secondary school students mathematics and statistics: Evidence-based practice; Volume 1*.

Averill, R., & Harvey, R. (Eds.). (2009). *Teaching secondary school students mathematics and statistics: Evidence-based practice; Volume 2*

Bolstad, R., Roberts, J., Boyd, S., & Hipkins, R. (2009). *Key competencies: Exploring the potential of participating and contributing*.

Davies, A., & Hill, M. (2009). *Making classroom assessment work*.

Faleolo, M. (2009). *The Pasifika voice in social work education in New Zealand: An annotated bibliography*.

Fraser, D., Price, G., & Henderson, C. (2008). *Enhancing learning in the arts*.

Jones, A., & Middleton, S. (2009). *The kiss and the ghost: Sylvia Ashton Warner and New Zealand*.

Meade, A. (Ed.). (2009). *Generating waves: Innovation in early childhood education*.

Vaughan, K. (2008). *Workplace learning: A literature review*.



PSYCHOLOGICAL TEST CENTRE (PTC)

The PTC is a business unit within NZCER which sells and advises on a wide range of education, psychological and human resources tests.

There were considerable challenges over the year as a result of the international downturn. More effort had to be put into promotion, for less return. However, the business remained in good heart, with only a slight downturn in revenue and plenty of opportunities for future growth.

The work of redeveloping and updating our test catalogues continued as we worked hard to keep up with the latest developments in psychometric testing. In February we carried out a review of our pricing across our entire catalogue of psychometric tests, which resulted in an increase for most internationally sourced products. Fluctuations in international currency rates, especially against the US dollar, and supplier price increases necessitated this increase, which is the first rise of its kind in over three years.

The Myers-Briggs Type Indicator® continued to play an important role in the PTC business. Sales continued to grow at a steady rate, and new products were continually released by the publishers in the US. Due to the worldwide recession and the downturn in business training in New Zealand, the planned April certification training for MBTI providers did not go ahead, however another training session later in the year looks certain to proceed.

PTC was represented at trade stands at the major New Zealand conferences during the year, including the New Zealand Psychological Society conference and the Human Resource Institute conference.

Our customer database was redeveloped and a huge amount of work went into verifying its accuracy over the year. Work on the NZCER website and the follow-on into the PTC stand-alone home page is also underway. When this site is complete full e-commerce functionality will be available to our customers.

ASSESSMENT DESIGN AND REPORTING

The Assessment design and reporting team is responsible for developing and maintaining new assessment tools and services. The team brings together staff with curriculum, assessment, psychometric and programming expertise.

NZCER MARKING

Overall in 2008–09, the marking service received subscriptions from 730 schools and scanned over 100,000 answer sheets. Data from over 250,000 sheets were entered manually by schools.

In the second quarter we ran a number of training sessions for teachers and school managers in several centres to support the use of the marking service. The three-hour sessions provided information on efficient use of the website and how to interpret the reports. A free-text searchable database of help information to support the online service was also developed.

A development during the year has been a process that allows schools to print barcodes on PAT answer sheets to show student ID numbers. This involved negotiation with vendors of Student Management Software (SMS). The barcodes enable the merging of student data from SMS files with data extracted from answer sheets.

An online version of PAT:Vocabulary was made available to schools, meaning students can complete the test online, and teachers can then access data and reports instantly using the analysis website. The online version of PAT:Vocabulary joins the online version of PAT:Mathematics, which was launched in 2008.

We have developed three new reports on the website: a new individual report for maths; a class report showing the achievement of a class against a PAT scale; and a report designed to be read by parents.

PAT:LISTENING

The new edition of PAT:Listening is under development. Item writing and piloting began in the third quarter and national trials are scheduled for the second half of 2009.

ME AND MY SCHOOL STUDENT ENGAGEMENT SURVEY

Schools were able to use the Me and My School survey in the third term and up to Labour weekend in 2008. Around 100 schools used the survey over the time period, involving thousands of students, and a number negotiated to use the survey outside the regular time frame. We were able to offer the survey as an online service as well as in a paper and pencil format. Quick turnaround of reports was achieved and we received positive feedback from schools about the service.

In the third and fourth quarters the team further developed the survey to include some additional questions. The survey will be available to schools again in the third term, 2009.

The online survey platform was also used by a variety of NZCER project teams to collect online data.

TEACHER WORKPLACE SURVEY

The online Teacher Workplace survey was launched in the third term, 2008. An online survey, it allows schools to survey teachers on their views about the school as a workplace. The survey was completed by over 1,000 teachers in around 50 schools. Since then we have developed the online platform so that schools can add some of their own questions. The survey will be available to schools again in the third term, 2009.

ADULT LITERACY AND NUMERACY TOOL

A team from a number of different parts of NZCER was put together around this major project, which is described in the highlights section on pages 4–5 of this report. A special focus for the team has been input into the development of computer-adaptive and test-assembly algorithms. Several thousand literacy, numeracy and writing assessment items were developed and trialled. Further trials were scheduled for later in 2009, and the tool will be available for preliminary use in 2010.

OTHER WORK

The team was involved in a range of other work. We are acting as a test agency for the Accident Compensation Corporation to facilitate the New Zealand version of an international examination to certify professionals who assist people returning to the workforce after a recovery period.

This year, we have built a new server environment that can be used for IT development. This site mirrors our production environment and allows for experimental programming and testing to occur before release into our live production website.

CURRICULUM AND ASSESSMENT

The Curriculum and Assessment group is responsible for developing curriculum and assessment resources for classroom teaching and learning programmes, and for providing support for their effective use. The team's expertise includes curriculum, formative assessment, and website design and management.

ASSESSMENT RESOURCES FOR CLASSROOM RESOURCES (ARCT)

The ARCT contract involves the writing, updating and maintaining of the online Assessment Resource Banks (ARB). This contract was renegotiated to continue for a further two years (until 30 June 2010), with reduced funding.

An important focus for this year has been realigning all the ARB resources to the *The New Zealand Curriculum*. This has involved both researchers and the website team. Researchers have made decisions about how resources fit to the new curriculum, updated keywords and descriptions, made minor changes where necessary and, in some cases, made decisions about deleting or revising resources. Most of this work has now finished. Well underway are the MS Word and HTML changes and changes to the website itself.

Fewer resources have been developed this year because of the realignment work. Thirty-one new and revised resources have been published online, and others are at various stages of development. Twenty-two

workshops and presentations were given around the country, and three articles based on ARB work were published in *set*, as well as a small article in the Assessment News section of *set*. We began a small research project on teachers' perceptions of self-assessment.

RESOURCE DEVELOPMENT

A new Kick Starts pack, *Key Competencies: Exploring the potential of participating and contributing*, was published. The focus of this resource is professional development. The pack consists of a set of scenario cards and facilitator notes, a school self-audit tool, two posters and a summary of selected resources that could be used to support teachers' professional development and students' participation competencies.

Another resource is in the development phase. Its focus is on assisting teachers to adapt existing resources to address the Nature of Science strand of *The New Zealand Curriculum*.

SCIENCE: THINKING WITH EVIDENCE

This is a new test under development. The focus of the test is thinking with evidence, an important science competency for preparing students to "participate as critical, informed, and responsible citizens in a society in which science plays a significant role", as set out in *The New Zealand Curriculum*. Items were researched, written and piloted in schools. An advisory group critiqued all the items and made recommendations about each.



TEACHING AND LEARNING RESEARCH INITIATIVE (TLRI)

The TLRI is a government fund for research about teaching and learning, focused on outcomes for learners. NZCER co-ordinates the management of TLRI on contract to the Ministry of Education.

TLRI was set up in 2003. 2008–09 marked the sixth year NZCER has co-ordinated the TLRI. During this period 39 projects have been completed and are available on the TLRI website, and 30 were still in progress. On 1 March Expressions of Interest for the new funding round for 2009–2010 were invited. This year, to support this, two senior educators gave their views on where there were gaps,

and what the crucial research questions and priorities were in Māori educational research. In February we published our ninth newsletter, highlighting the change to a portfolio approach in output and dissemination strategies implemented the previous year. Development continued on the TLRI website with a new look launched in March.

Management of the TLRI is a good fit for NZCER as an independent organisation with a national focus and a strong infrastructure. It aligns with our strategic intention to support the building of expertise in educational research and development, and to disseminate research in ways that are useful for practitioners.

RESEARCH PROJECTS COMPLETED 2008–2009

BACKGROUND OF STUDENTS IN ALTERNATIVE EDUCATION

**Dr Keren Brooking and Ben Gardiner, with
Dr Sarah Calvert**

The project was commissioned by the Ministry of Education and designed to document the voice of alternative education students. These are students under the age of 16 who have been truanting for more than two terms, or who have been expelled from mainstream schools but are now in alternative education centres.

The project involved one-to-one interviews with 50 students from eight alternative education centres. The report looks at:

- how the students have experienced learning in their schooling so far
- the nature of their educational and social experiences in alternative education centres
- the impact of their health, friends and family-life experiences on their learning
- what students consider to be their strengths and aspirations for the future.

The report was finalised in the second quarter. It was due to be released by Ministry of Education later in 2009.

BUILDING BETTER SCHOOLS THROUGH BUSINESS PARTNERSHIPS EVALUATION (BBS)

Dr Cathy Wylie & Marie Cameron

The Building better schools through business partnerships programme, now run through Ed & Co charitable trust, aims to develop and support high-quality partnerships between businesses and low-decile schools in New Zealand. The focus is on school leadership and governance, in order to make a strong positive impact on the partner schools and to add value to the business partners involved in the programme. NZCER was asked to provide independent formative evaluation of the

first wave of the partnerships, comprising 11 business–school partnerships, all in the wider Auckland area. This evaluation was completed in late 2008, and the results reported to the partnerships and the Ed & Co board. The report explored the factors that supported tangible achievements for school leadership, governance, school reputation with its community, improved resources and student learning experiences.

CENTRE OF INNOVATION RESEARCH ASSOCIATE SERVICES (WADESTOWN KINDERGARTEN)

Dr Linda Mitchell

NZCER and Victoria University of Wellington College of Education were research associates for Wadestown Kindergarten, a designated Centre of Innovation. The project used action research methods to investigate the following questions:

- What does multiliterate communicative competence mean in an early childhood education setting?
- How do multiple literacies interact and support each other at individual, interpersonal, and community levels?
- How does an emphasis on multiple literacies build community and children's communicative competencies?

The interest was in literacies as ways of conceptualising and knowing as well as a means of communicating. This focus links with the communication strand of the early childhood curriculum, *TeWhāriki*, which highlights domains beyond the print or verbal-based literacies that have tended to predominate in literacy discourse. The project took place over three years, and involved a baseline data collection phase in July/August 2006, action research cycles, and a final data collection phase in 2008.

COMPETENT LEARNERS @16

Dr Cathy Wylie

This was the seventh phase of the longitudinal Competent Children/Competent Learners project which started in 1993. There were four new areas of focus in the age-16 phase:

- senior secondary students' engagement in school
- the longer term impact of the transition to secondary school
- student experiences of NCEA
- the development of, and basis for, postschool aspirations.

The fieldwork for this phase was done in 2005 and late 2006. The first report from this phase was released by the Ministry of Education in March 2007 and looked at the development of competencies from age 5-16. The second technical report and summary, on the contribution of early childhood education experiences to age-16 competency levels, was drafted in March and released by the Ministry of Education in July 2007. There were two further reports, one of postschool expectations and aspirations, and the other on the impact of the transition to secondary school. A summary of all the reports was released by the Ministry of Education in May 2009.

GENDER AND CAREER DECISION MAKING

Dr Karen Vaughan and Josie Roberts

This report explored young people's career decision making in relation to trades-related occupations, which have typically been heavily gender-segregated. It examined the ways in which gender and gendered ideas are interconnected with young people's decisions about careers.

The project involved focus groups and interviews with young people. The interviewees included secondary school students in trades-related school pathways, trainees in trades-related gender-segregated occupations, recent graduates of training, employees and former employees

from in gender-segregated trades-related occupations. The final phase involved workshops with trade trainees that were designed to allow participants to give us feedback on our initial analysis.

The final analysis was presented in a report to the Ministry of Women's Affairs and published in September 2008.

LEADING AND MANAGING HOME-SCHOOL PARTNERSHIPS

Dr Keren Brooking

The objective of the Leading and Managing contract was to evaluate the advisory component of the Home-school Partnership (HSP) programme. School Support Services leading and managing advisers were contracted to provide support to principals who were implementing the HSP programme in their schools this year. The Ministry of Education contracted NZCER to evaluate the effectiveness of this support component.

The research plan was to interview each adviser in the six regions and the principals of the HSP schools in the first half of the year. However, only two schools out of six regions had begun to implement the HSP programme. All advisers were interviewed, as were the principals of the two schools. In the second half of the year, a summative evaluation was planned but was only able to proceed with one school which had completed the programme.

TE RŪNANGA O NGĀI TAHU

Garrick Cooper and Dr Jennifer Garvey Berger

Te Rūnanga o Ngāi Tahu commissioned NZCER to carry out a review of the Ngāi Tahu Education Strategy (adopted in 2006). The review focused on the strategy's principles, the strategy itself and current operations. Ngāi Tahu intended to use the review to inform any changes and decisions to the implementation of the strategy.

WHY TECHNOLOGY, ENGINEERING OR SCIENCE?

Sandie Schagen

This work was carried out for the Institute for Professional Engineers New Zealand (IPENZ) and consisted of an online survey of first-year engineering, technology and science students. The aim was to find out what had influenced the students' choice of course and place of study, and to explore their thinking about careers. Responses were received from 1,148 students in 14 universities and polytechnics, and demographic details were gathered in order to identify differences between subgroups.

The research found the most important factor for students in deciding where to study was the course content available, and the reputation of the institution, department or course, and staff members. Suggestions from family members were also important, and more than half of the students wished to stay near their home or family. The research also looked at which careers students wanted to pursue, and the factors that influenced those choices.

LECTURES AND PRESENTATIONS

- Andreotti, V., Bull, A., & Gilbert, J. (2008, September). *The knowledge society and its implications for education: The "Thinking Together" project*. Paper presented at the European Association for Research in Education conference, Gothenberg, Sweden.
- Berger, J. G. (2008, September). *Wicked problems in education: Why educational research matters*. Keynote address, Massey University postgraduate research symposium, Palmerston North.
- Berger, J. G. (2008, November). *Subject-object interview*. Workshop presented at the University of Sydney, Sydney.
- Berger, J. G. (2008, November). *Changing curricula, changing minds*. Staff development presentation, Wellington Girls' College, Wellington.
- Berger, J. G. (2009, February). *Principals as leaders of learning cultures*. Spotlight address, CORE Learning@schools conference, Rotorua.
- Berger, J. G. (2009, April). *Beyond psychological spaciousness: Integrating theories of motion with theories of stillness*. Invited guest lecture, Harvard Graduate School of Education: T006 Adult Development (taught by Robert Kegan), Cambridge, MA.
- Berger, J. G. (2009, April). *Principals as leaders of learning cultures*. Keynote address, Secondary principals' study tour, Auckland.
- Bolstad, R. (2008, September). *Disciplining and drafting, or 21st century learning?* Presentation to Aoraki EHSAS cluster, Opihi College.
- Bolstad, R. (2008, September). *Disciplining and drafting, or 21st century learning?* Presentation to Cantatech and Aoraki eClusters (via videoconference), Darfield High School.
- Bolstad, R. (2008, September). *How did we get here, and where are we going?* Keynote address to NZCETA conference, Te Papa, Wellington.
- Bolstad, R. (2008, September). *Learning for the 21st century: How do you think ICT can contribute? What does the teacher next to you think?* Presentation to Wellington College ICTPD cluster day, Wellington.
- Bolstad, R. (2008, November). *Disciplining and drafting, or 21st century learning?* Presentation to Hillcrest High School staff, Hamilton.
- Bolstad, R. (2008, November). *Disciplining and drafting, or 21st century learning?* Presentation to Massey secondary advisers retreat, Palmerston North.
- Bolstad, R. (2008, November). *Key competencies in the curriculum: Reflecting on implementation and assessment challenges*. Presentation to Hillcrest High School staff, Hamilton.
- Bolstad, R., & Roberts, J. (2008, September). *Disciplining and drafting, or 21st century learning?* Presentation and facilitation of workshop activities for Whangarei Girls' High School staff, Whangarei.
- Bolstad, R., & Roberts, J. (2008, September). *Key competencies in the curriculum: Reflecting on implementation and assessment challenges*. Presentation to Whangarei Girls' High School staff, Whangarei.
- Bolstad, R., & Roberts, J. (2009, April). *Education for enterprise and service learning: Incompatible ideologies or partners for 21st century learning?* Paper presented at the 2009 American Educational Research Association annual meeting, San Diego.
- Boyd, S. (2009, March). *Participating and contributing scenarios*. Workshop presented to staff at Alexandra Primary School, Alexandra.

- Boyd, S. (2009, March). *Participating and contributing scenarios*. Workshop presented to staff at Wanaka Primary School, Wanaka.
- Boyd, S., & Fisher, J. (2008, September). *Life Education—Making a difference (key findings)*. Presentation to the ASB Trust and Life Education, Life Education Trust, Wellington.
- Boyd, S., & King, J. (2008, November). *Evaluating for a healthy future: Interim findings and thoughts from the evaluation of Fruit in Schools*. Keynote address, Healthy Eating Healthy Action conference, Te Papa, Wellington.
- Brooking, K. (2008, December). *Evaluation of the Home–School Partnership programme: Leadership and management component key findings*. Presentation to the Ministry of Education and School Support Services' L&M advisers, Wellington Airport Conference Centre, Wellington.
- Brooking, K. (2009, May). *Evaluation of SPELD in New Zealand: Key findings from stage one*. Presentation to SPELD, Wellington.
- Brooking, K., & Gardiner, B. (2008, June). *Alternative Education*. Presentation to Ministry of Education officials, Wellington.
- Bull, A. (2008, July). *Developing key competencies through the science curriculum*. Presentation at the SciCon conference, Wellington.
- Bull, A. (2008, July). *Keeping it complex: Engaging critically with ideas about the water cycle*. Presentation at Australasian Science Education Research conference, Brisbane.
- Bull, A. (2008, August). *Key competencies in a future-focused curriculum*. Presentation to the Association of Teen Parent Educators of New Zealand, Auckland.
- Bull, A. (2008, August). *Science in the new curriculum: Nature of science and the key competencies*. Presentation to Otago Science Teachers Association, Dunedin.
- Bull, A. (2008, August). *The key competencies in a 21st century curriculum: What's different?* Presentation to the University of Canterbury School of Education staff, Christchurch.
- Bull, A. (2008, September). *A future-focused curriculum*. Presentation to the Development and Intercultural Education Project group, Irish Aid House, Dublin.
- Bull, A., & Joyce, C. (2009, April). *Science education through a 21st century lens*. Workshops at the Primary science conferences: Dunedin, Christchurch, Wellington, Auckland.
- Cameron, M. (2009, March). *Adolescent student engagement and achievement*. Two workshops for teachers at the Maximising Engagement of the Roskill Group Education conference, Waipuna Lodge, Auckland.
- Cosslett, G. (2008, December). *Making the most of the NZCER marking website*. Presentation to Christchurch College of Education, Christchurch.
- Cosslett, G. (2009, February). *Exploration of the literacy and numeracy assessment tool for adults*. Presentation to the Open Polytechnic, Lower Hutt.
- Cosslett, G., & Darr, C. (2008, November). *Making the most of the NZCER marking website*. Workshop for school management, literacy and numeracy leaders, two sessions, Kingsgate Hotel, Hamilton.
- Cosslett, G., & Darr, C. (2008, December). *Making the most of the NZCER marking website*. Workshop for school management, literacy and numeracy leaders. Te Rauparaha Arena, Porirua.
- Cosslett, G., & Darr, C. (2008, December). *Making the most of the NZCER marking website*. Workshop for school management, literacy and numeracy leaders, two sessions, Waipuna Conference Centre, Auckland.
- Cosslett, G., Deacon, D., & Whatman, J. (2009, February). *The literacy and numeracy assessment tool for adults*. Presentation to Industry Training Federation literacy managers, Intercontinental Hotel, Wellington.
- Darr, C. (2008, September). *NZCER assessment tools*. Workshop presented at a meeting of the Performance Enhancement North Waikato Schools (PEN) cluster, Kimihia School, Huntly.
- Darr, C. (2008, September). *The Me and My School survey*. Presentation to the Behaviour Steering Committee, Ministry of Education, Wellington.
- Darr, C. (2009, February). *Making the most of PAT: Mathematics*. Presentation to the National Numeracy hui, Waipuna Conference Centre, Wellington.
- Darr, C. (2009, March). *Making the most of the NZCER marking website*. Presentation to teachers, St Columba's School, Hamilton.
- Darr, C. (2009, March). *The Me and My School survey*. Presentation to the Taumata Whanonga Behaviour Summit, Te Papa, Wellington.
- Darr, C. (2009, April). *Making the most of PAT: Mathematics*. Presentation to the regional leadership conference: Catering for diverse students, Havelock North Community Centre, Havelock North.
- Darr, C. (2009, May). *Making the most of PAT: Reading*. Presentation to the PEAK schools cluster, Havelock North.
- Darr, C. (2009, June). *Making the most of PAT: Mathematics*. Workshop presented at the Waikato Mathematics Lead Teacher Day, University of Waikato, Hamilton.
- Darr, C. (2009, June). *Getting around the Assessment Resource Banks*. Workshop presented at the Waikato Mathematics Lead Teacher Day, University of Waikato, Hamilton.

- Dingle, R. (2008, July). *Clusters of schools working together using assessment and other tools to inform teaching and learning—The NZCER story*. Workshop presented at the Extending Higher Standards Across Schools conference 2008: Going for growth: Building capacity for collaborative professional learning, Duxton Hotel, Wellington.
- Dingle, R. (2008, August). *Building evaluative capability in schooling improvement—Outline of participation in first in-depth phase of the evaluation*. Presentation to Strengthening Education in Napier South cluster members, EIT, Napier.
- Dingle, R., & Fisher, J. (2008, September). *Building evaluative capability in schooling improvement—Findings from the inventory phase*. Presentation to Strengthening Education in Napier South cluster members, Eastern Institute of Technology, Napier.
- Dingle, R., & Peetz, A. (2008, July). *The normal schools EHSAS cluster: A research partnership*. Poster presented at the Extending Higher Standards Across Schools conference 2008: Going for growth: Building capacity for collaborative professional learning, Duxton Hotel, Wellington.
- Fisher, J. (2009, February). *Exploring concepts in algebraic patterning*. Workshop presented to numeracy facilitators at the National Numeracy Facilitators conference, Auckland.
- Fisher, J. (2009, March). *Exploring concepts in algebraic patterning*. Workshop presented to lead numeracy teachers at Victoria University of Wellington, Wellington.
- Gardiner, B. (2009, March). *Key competencies: How might they make a difference?* Two workshops for teachers at the MERGE conference, Waipuna Lodge, Auckland.
- Gilbert, J. (2008, July). *Catching the knowledge wave?: 21st century learning and the new national curriculum*. Presentation to the First Time Principals conference, Centra Hotel, Auckland.
- Gilbert, J. (2008, July). *Catching the knowledge wave?: 21st century learning and the new national curriculum*. Presentation to the University of Canterbury School of Education staff, Christchurch.
- Gilbert, J. (2008, July). *Disciplining and drafting or 21st century learning?: Rethinking the senior secondary curriculum for the future*. Presentation to the First Time Principals conference, Centra Hotel, Auckland.
- Gilbert, J. (2008, August). *Catching the knowledge wave?: 21st century learning and the new national curriculum*. Presentation to Porirua College staff professional development day, Porirua.
- Gilbert, J. (2008, September). *Catching the knowledge wave?—The knowledge society and the future of schooling*. Presentation to the Centre for Excellence in Teaching and Learning, and the Development Education Research Network, National University of Ireland, Galway.
- Gilbert, J. (2008, September). *Catching the knowledge wave?—The knowledge society and the future of schooling*. Presentation to the Global Education in the 21st Century seminar, Friends' House, Euston, London.
- Gilbert, J. (2008, September). *Catching the knowledge wave?—The knowledge society and the future of schooling*. Presentation for the Manchester Development Education Project seminar, Manchester Metropolitan University, Manchester.
- Gilbert, J. (2008, September). *Equality and difference: Renewing the "Beeby vision" for 21st century New Zealand schools*. Presentation to the Shifting Margins, Shifting Centres conference, Institute of Education, University of London, London.
- Gilbert, J. (2008, September). *The knowledge society and 21st century learning*. Presentation to the Development and Intercultural Education Project group, Irish Aid House, Dublin.
- Gilbert, J. (2008, November). *Personalising learning—what is it, and what does it have to do with 21st century learning?* Presentation to the Coalition of 21st Century Principals meeting, Quality Resort Hotel, Rotorua.
- Gilbert, J., & Bolstad, R. (2008, November). *Youth connectedness: Digital storytelling*. Presentation to the Youth Connectedness Project Stakeholders' Advisory Board meeting, Victoria University of Wellington, Wellington.
- Gilbert, J., & Calvert, S. (2008, November). *The NZCER part of the Youth Connectedness project—Interviews and digital stories*. Presentation and full-day workshop for a community group organised by the Rotorua District Council, Energy Events Centre, Rotorua.
- Hipkins, R. (2008, July). *Competency-based curriculum design in New Zealand*. Presentation to the Policies and Practices of Educational Assessment of Learning conference, Santander, Spain.
- Hipkins, R. (2008, July). *Competency-based curriculum development and evaluation in New Zealand*. A second presentation to the Policies and Practices of Educational Assessment of Learning conference, Santander, Spain.
- Hipkins, R. (2008, July). *Key competencies and curriculum directions*. Presentation to staff at St. Cuthberts College, Auckland.
- Hipkins, R. (2008, July). *The "nature of science" and the key competencies: What and why?* Presentation to the SciCon conference, Wellington.
- Hipkins, R. (2008, August). *Can NCEA and the curriculum really be aligned?* Presentation to PPTA, Wellington Branch, dinner meeting, Wellington.
- Hipkins, R. (2008, August). *Giving effect to the national curriculum in secondary schools*. Workshop presented to secondary school curriculum leaders and senior managers, Timaru.
- Hipkins, R. (2008, August). *Key competencies in the curriculum: Reflecting on implementation and assessment challenges*. Presentation to the Canterbury Primary Principals' conference, Christchurch.
- Hipkins, R. (2008, September). *Can NCEA and the curriculum really be aligned?* Presentation to Otago Secondary Schools' AD/DP Spring Fever conference, Cromwell.
- Hipkins, R. (2008, September). *Giving effect to NZC: What should we be assessing and why?* Presentation to AtoL conference, Palmerston North.
- Hipkins, R. (2008, September). *Key competencies in the curriculum: What implementation could look like?* Presentation to the Wainuiomata schools cluster, Wainuiomata.

- Hipkins, R. (2008, September). *Key competencies in the curriculum: Reflecting on implementation and assessment challenges*. Presentation to the West Coast Primary Principals' conference, Franz Joseph.
- Hipkins, R. (2008, September). *Key competencies in the curriculum: What do they mean for your practice?* Workshop presented to the University of Canterbury Education Plus advisers, Christchurch.
- Hipkins, R. (2008, October). *Assessment issues associated with the implementation of NZC*. Presentation to U Learn conference, Christchurch.
- Hipkins, R. (2008, October). *Thinking about research—Asking the right questions is a good start!* Presentation to foundation staff of Albany Senior High School, Auckland.
- Hipkins, R. (2008, October). *Working with NZC and the key competencies*. Presentation to foundation staff of Albany Senior High School, Auckland.
- Hipkins, R. (2008, November). *Standards-based assessment in the senior secondary school: Lever or catalyst for change?* Presentation to Asia-Pacific Educational Research Association conference, Singapore.
- Hipkins, R. (2008, November). *Using key competencies to enhance learning in NZC*. Presentation to staff at Bream Bay College, Northland.
- Hipkins, R. (2008, December). *The role of inquiry in 21st century learning*. Presentation to University of Waikato School Support Advisers, Hamilton.
- Hipkins, R. (2009, January). *Using key competencies to enhance learning in The New Zealand Curriculum*. Presentation at teacher-only day, Long Bay College, Auckland.
- Hipkins, R. (2009, February). *My thinking on key competencies in early 2009: Looking back and looking forward*. Presentation to Learning Media staff workshop, Wellington.
- Hipkins, R. (2009, February). *Putting the key competencies into the learning areas*. Presentation to Extending High Standards Across Schools cluster, Christchurch Girls High, Christchurch.
- Hipkins, R. (2009, March). *Assessment of key competencies: Trends, risks and issues*. Presentation at Ministry of Education for visit of Teaching and Learning Scotland team, Wellington.
- Hipkins, R. (2009, March). *Thinking as a key competency: Is there "something more" to be considered?* Presentation to "Hot Spot" EHSAS cluster, Dunedin.
- Hipkins, R. (2009, May). *Should key competencies be assessed? Lessons from the New Zealand experience*. Invited seminar at Centre for Assessment and Learning Studies, University of Bristol, England.
- Hipkins, R. (2009, June). *Incorporating key competencies and pedagogy into curriculum development*. Workshop for Hawkes Bay Secondary Leaders cluster, Hawkes Bay.
- Hipkins, R. (2009, June). *Making learning go further: Reading the signals from the New Zealand curriculum*. Keynote address at the Middle Schools conference, Hamilton.
- Hipkins, R. (with Cowie, B. from University of Waikato). (2009, May). Co-led NZCER Curriculum Conference series: Hamilton, Auckland, Christchurch, Wellington.
- Joyce, C. (2008, July). *Learning about the water cycle*. Presentation to Australasian Science Education Research Association conference, Rydges Hotel, Brisbane.
- Joyce, C. (2008, July). *Learning about the water cycle*. Workshop presented at SciCon conference, Te Papa, Wellington.
- Joyce, C. (2008, September). *Assessment for learning in science*. Workshop presented at the AtoL conference, Assessment for Learning Enquiry and Curriculum, Massey University, Palmerston North.
- Joyce, C. (2008, September). *Key competencies—practical models (primary)*. Workshop presented at the Wainuiomata Education Leadership Learning (WELL) symposium, Wainuiomata College, Wainuiomata.
- Joyce, C. (2008, November). *Formative assessment—getting up front and personal*. Presentation to Secondary Deputy Principals hui, Mills Reef Winery, Tauranga.
- Joyce, C. (2009, June). *Blowing on the embers*. Paper presented at the National Middle School conference, Hamilton.
- Joyce, C., & Darr, C. (2008, July). *The role of an online repository of assessment tasks and resources: The place of the Assessment Resource Banks*. Paper presented at the 6th conference of the International Test Commission: The Impact of Testing on People and Society: Enhancing the Value of Test Use, Liverpool.
- McDowall, S. (2009, February). *What do we mean by literacy?* Presentation to the 2009 e-fellows, Public Trust Building, Wellington.
- McDowall, S. (2009, March). *Literacy and e-learning: What about the key competencies?* Presentation to the 2009 e-fellows, Quality Inn Hotel, Christchurch.
- McDowall, S., & Boyd, S. (2009, March). *Literacy and e-learning: The research*. Presentation to the 2009 e-fellows, Quality Inn Hotel, Christchurch.
- Neill, A., (2008, July). *Exploring concepts in basic facts*. Workshop presented at the Mathematics Leaders and Teachers symposium, Massey University College of Education, Palmerston North.
- Neill, A., (2008, July). *Exploring the maths ARBs*. Workshop presented at the Mathematics Leaders and Teachers symposium, Massey University College of Education, Palmerston North.
- Neill, A. (2008, October). *Capabilities for living and lifelong learning: The role of key competencies in mathematics education*. Plenary session presented to the Wellington Mathematics Association Meeting Maths People Day, Kapiti College.
- Neill, A. (2008, October). *CAS in the classroom: Findings from the CAS hand-held calculator pilot*. Workshop presented to the Wellington Mathematics Association Meeting Maths People Day, Kapiti College.
- Neill, A. (2008, November). *The stability of teachers' perceptions of their practice in the mathematics classroom*. Paper presented at New Zealand Association of Researchers in Education conference, Palmerston North.
- Neill, A. (2009, February). *Explorations in, and expositions on probability*. Workshop presented at the National Numeracy Facilitators conference, Auckland.

- Neill, A. (2009, February). *Explorations in, and expositions on probability*. Workshop presented at Numeracy Leaders conference day, Wellington.
- Neill, A., (2009, April). *Exploring concepts in basic facts*. Workshop presented at the Mathematics and Statistics symposium, Massey University College of Education, Palmerston North.
- Neill, A., (2009, April). *Getting the most out of PAT: Mathematics tests*. Workshop presented at Mathematics and Statistics symposium, Massey University College of Education, Palmerston North.
- Neill, A., & Fisher, J. (2008, September). *Assessing key concepts in mathematics*. Workshop presented at the Assessment for Learning, Enquiry, & Curriculum conference, Massey University College of Education, Palmerston North.
- Roberts, J. (2008, December). *Gender and trades: The how and why of young people's career decisions*. Presentation to the Council of Trade Unions, Education House, Wellington.
- Roberts, J., & Bolstad, R. (2008, November). *Wrapping up the regional EAE clusters evaluation*. Presentation and workshop for the Regional Coordinators hui, St Paul's Building, Wellington.
- Roberts J., & Bolstad, R. (2009, April). *How is cross-sector collaboration enabling schools to meet the demands and opportunities of the knowledge society?* Paper presented at the 2009 American Educational Research Association annual meeting, San Diego.
- Roberts, J., & Vaughan, K. (2008, October). *Trading choices: Young people's career decisions and gender segregation in the trades*. Presentation to the Ministry of Women's Affairs, Wellington.
- Roberts, J., & Vaughan, K. (2008, November). *Trades choices: Gender and young people's career decisions*. Presentation to the Industry Training Federation Research Network, ITF Offices, Wellington.
- Roberts, J., & Vaughan, K. (2008, November). *Trading choices: Young people's career decisions and gender segregation in the trades*. Presentation to the Industry Training Federation Research Network, Wellington.
- Twist, J., & McDowall, S. (2008, November). *Thinking about the key competencies*. Presentation to Wairarapa primary principals, Greytown.
- Twist, J., & McDowall, S. (2009, June). *Integrating key competencies and reading*. Presentation at Extending High Standards Across Schools project mini-conference, Tauranga.
- Vaughan, K. (2008, July). *Student expectations in knowledge society landscapes*. Presentation to the Association of Tertiary Education Managers' professional development day, WINTEC, Hamilton.
- Vaughan, K. (2008, November). *Careers education priorities in complex societies: Careers practitioners supporting young learner-workers in the 21st century*. Presentation to the Careers and Transition Educators conference "Catching the Wave", New Plymouth.
- Vaughan, K. (2008, November). *Student perspectives on leaving school, pathways, and careers: Competent learners at 16*. Presentation to Ministry of Education, Wellington.
- Vaughan, K. (2008, November). *Workplace learning and its challenges*. Presentation to the Industry Training Federation Research Network, Wellington.
- Vaughan, K. (2009, February). *Pathways research: Current themes and issues*. Presentation to the C6 Pathways Hui, Ministry of Education, Wellington.
- Vaughan, K. (2009, April). *Conditions and strategies form making the most of workplace learning*. Keynote address, Industry Training Federation annual VET research conference, Wellington.
- Vaughan, K. (2009, June). *Pathways research update*. Presentation to Regional Pathways Advisors hui, Wellington.
- Vaughan, K. (2009, June). *Work and learning dispositions in young New Zealanders*. Presentation to RWL6: Researching Work and Learning conference, Roskilde, Denmark.
- Vaughan, K., & Gardiner, B. (2008, July). *Understanding careers education in complex societies*. Presentation to the Education-Employment Linkages Reference Group, Victoria University, Wellington.
- Vaughan, K., Shaw, R., & Kerr, S. (2009, April). *What have those younger scientists been up to?* Presentation to Ministry of Research Science and Technology chatshop, Wellington.
- Watson, V. (2008, July). *Explaining the new PAT: Reading*. Presentation to teachers, school management and assessment staff, New Zealand Reading Association conference, Hamilton.
- Watson, V. (2008, July). *Explaining the new PAT: Reading*. Presentation to teachers, school management and assessment staff, New Zealand Association for Teachers of English conference, Takapuna Grammar School, Auckland.
- Watson, V. (2008, July). *NZCER assessment tools: Using them effectively*. Presentation for AtoL providers to teachers, school management and assessment staff, Hamilton.
- Watson, V. (2008, September). *Developments in the English ARBs: How they support teachers and students*. Presentation to primary and secondary teachers, researchers, facilitators and school leaders, Assessment for Learning conference, Massey University, Palmerston North.
- Watson, V., Neill, A., Fisher, J., & Joyce, C. (2008, September). *Finding your way around the Assessment Resource Banks*. Workshop presented at the Assessment for Learning, Enquiry, & Curriculum conference, Massey University College of Education, Palmerston North.
- Whatman, J. (2009, May). *Engaging youth in literacy, language and numeracy*. Seminar on preliminary findings for Department of Labour, Wellington.
- Wylie, C. (2008, July). *Why the key competencies matter*. Workshops presented to the Extending High Standards Across Schools conference, Wellington.
- Wylie, C. (2008, September). *Singing with the student voice*. Workshop presented to the Normal Schools EHSAS cluster, Wellington.
- Wylie, C. (2008, October). *Assessment to improve learning*. Presentation to Office of Basic Education seminar, Bangkok.

- Wylie, C. (2008, October). *Research & evaluation in New Zealand—What we find useful for continual improvement*. Presentation to Office of Basic Education seminar on changing practice through implementing the new Thai curriculum, Bangkok.
- Wylie, C. (2008, November). *New threads for a stronger cloth—The first wave of the BBS partnerships*. Presentation to Ed & Co seminar, MIT marae, Auckland.
- Wylie, C. (2009, January). *Conditions for school innovation and transformation*. Paper presented to the International Congress for School Effectiveness and Improvement conference, Vancouver.
- Wylie, C. (2009, January). *Singing with the student voice in Hillcrest Normal School*. Presentation to Hillcrest Normal School staff, Hamilton.
- Wylie, C. (2009, March). *Singing with the student voice at Central Normal School*. Presentation to Central Normal School staff, Palmerston North.
- Wylie, C. (2009, April). *Wise decision making to meet diverse student needs*. Keynote address, Hawke's Bay regional leadership conference, Havelock North.
- Wylie, C. (2009, April). *Wise decision making to meet diverse student needs*. Keynote address, Bay of Plenty regional leadership conference, Tauranga.
- Wylie, C., & Dingle, R. (2008, September). *Student voice and the key competencies*. Presentation, Normal Schools EHSAS cluster members, Karori Normal School, Wellington.

SELECTED ADVISORY

- Baker, R. (2008–2009). Member of the Royal Society Biotechnology Hub Advisory group.
- Baker, R., Bolstad, R., Hipkins, R., & Roberts, J. (2008). Discussion with Ministry of Education staff regarding Education for Sustainability guidelines, NZCER, Wellington, November.
- Baker, R., Cosslett, G., Vaughan, K., & Whatman, J. (2009). Presentation and discussion with Singapore Institute for Adult Learning about research and professional learning, New Zealand Trade and Enterprise, Wellington, March.
- Berger, J.G. (2008). Consultation with the University of Sydney about a research grant for supporting leadership in high-stress organisations.
- Bolstad, R., & Roberts, J. (2009). Feedback on Teaching and Learning Guidelines: Learning for a Sustainable Future. Written advice and discussion with Learning for a Sustainable Future writing group, Ministry of Education, Wellington.
- Boyd, S. (2009). Discussion with Life Education staff regarding utilising the findings from the evaluation of Life Education to shape educators' professional learning, NZCER, Wellington, March.
- Brooking, K. (2008). Member of Teachers Council Steering Committee to meet and advise on trialling the draft Registered Teacher criteria pilot, October, November.
- Brooking, K. (2009). Discussion with NZEI leadership team on implications of latest report on Principal Appointments, NZEI, Wellington, January.
- Darr, C., & Boyd, S. (2009). Meeting with Ministry of Education Special Education and Police Youth Education Services about safe schools survey tool development, Ministry of Education, Wellington, April.
- Hipkins, R. (2008–2009). Member of the NZQA/Ministry of Education Standards Review Advisory Group.
- Hipkins, R. (2008–2009). Member of the Ministry of Education Curriculum Implementation Advisory Group.
- Hipkins, R. (2009). Facilitated two-day PPTA-sponsored workshop to help subject leaders prepare support materials for regional Curriculum Support Days, April.
- Joyce, C. (2008). Advancing primary science: "Nudging the pendulum". Solutions-focused workshop on primary science, December.
- Joyce, C. (2008). Discussion with Royal Society of New Zealand/Ministry of Education, about primary science issues, November.
- McDowall, S. (2009). Ministry of Education Literacy Standards Working Party, Vogel Building, Wellington, February, March.
- McDowall, S. (2009). Ministry of Education Literacy Reference Group meeting, Wellington, June.
- McDowall, S. (2009). Discussion with Reading Recovery National Trainers to advise on research for the Ministry of Education, NZCER, Wellington, March.
- McDowall, S. (2009). Ministry of Education Multiliteracies Working Party subgroup meeting, Ministry of Education, Wellington, May.
- McDowall, S., & Darr C. (2008). Literacy Progressions meeting, Ministry of Education, December.
- Neill, A. (2009). Chaired three meetings of the New Zealand Statistical Association Education Committee about the revision of the NCEA standards, and responding to the Draft National Standards in Mathematics.

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From left: Luanna Meyer, David Glover, Helen May, Russell Bishop, Peter Allen (chair), Margaret Carr, Alison Gilmore, Brendan Puketapu, and Mary Hill.

THE NZCER BOARD AND ELECTORAL COLLEGE

The Board of NZCER consists of six elected members and one appointed by the Governor-General on the recommendation of the Minister of Education. The Board, as it sees fit, can co-opt up to two additional people to be members of the Council.

Board members are appointed for terms of four years, and every two years three of the six elected Board members will complete their term. At this point the Electoral College is tasked to nominate and elect three members to replace those stepping down. Retiring members may stand for re-election. Members are co-opted for a two-year term and the Governor-General's appointment is for four years.

The Electoral College consists of three broad groupings:

- a number of ex-officio positions of chief executives of educational organisations, heads of colleges of education or university education faculties
- nominated representatives of education sector organisations, including unions and associations, that cover all areas from

early childhood to tertiary groupings and the private education sector

- past directors of NZCER.

For more information on the Electoral College, refer to the NZCER Act 1972 and amendments, in particular the NZCER Amendment Act 1991, and also the associated Order-in-Council that gives the specific composition of the Electoral College.

CHAIR—**Peter Allen** *MSocSci, MPhil, DipEd, DipTchg*—project co-ordinator, UC Education Plus, University of Canterbury, Christchurch¹

DEPUTY CHAIR—**Associate Professor Alison Gilmore** *BA, PGDA(Ed), PhD (Otago)*—School of Education, University of Canterbury²

BOARD MEMBERS

Professor Russell Bishop *BA(Hons), MA, PhD, DipEd, DipTchg*—Professor of Māori Education, Project Director: Te Kotahitanga, School of Education, University of Waikato³

Professor Margaret Carr *MA, PhD, DipEdStud, DipNZFKU*—Professor, Wilf Malcolm Institute of Educational Research (WMIER), School of Education, University of Waikato⁴

David Glover *MA (Hons), FNZIM, MInst*—Chief Executive, Learning Media Ltd, Wellington⁵

Dr Mary Hill *BA, MEd, PhD, DipTchg*—Faculty of Education, The University of Auckland⁶

Professor Helen May *BEdStud, MA, PhD, DipTchg*—Professor and Dean, College of Education, University of Otago⁷

Professor Luanna Meyer *BA, MS, PhD*—Director, Jessie Hetherington Centre for Educational Research, and Professor of Education (Research), Victoria University of Wellington⁸

Dr Brendon Puketapu (Te Atihaunui-a-Paparangi, Te Atiawa, Ngāti Rangi, Ngā Ruahinerangi, Ngāti Ruanui, and Ngā Rauru) *BEd, MEdAdmin(Hons), PhD, DipBilTchg, DipTchg, AdvDipTchg*—Director of Māori strategy, Tertiary Education Commission⁹

¹ Co-opted 2003.

² Member since 2005, current term ends 2009. Appointed deputy chair August 2008

³ Member since 2003, current term ends 2011.

⁴ Member since 2001, current term ends 2011.

⁵ Co-opted 2007.

⁶ Member since 2003, current term ends 2011. Stood down as deputy chair August 2008. Leave of absence during 2009 year.

⁷ Member since 2005, current term ends 2009.

⁸ Member since 2005, retired May 2009.

⁹ Governor-General's appointee, resigned August 2008.



FINANCIAL STATEMENTS

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**STATEMENT OF FINANCIAL
PERFORMANCE**

FOR THE YEAR ENDED 30 JUNE 2009

	Notes	2009 \$	2008 \$
Revenue			
Revenue	1	7,193,442	7,000,718
Interest Income		201,114	270,532
Other Income	2	577,213	502,368
Total Revenue		7,971,769	7,773,618
Expenditure			
Cost of Sales		829,750	848,724
Operating Expenses		1,767,129	1,703,831
Personnel Expenses		4,520,836	4,181,373
Accommodation Expenses		464,576	337,093
Depreciation and Amortisation Expense		206,897	223,086
Total Expenditure	3	7,789,188	7,294,107
Net Surplus		182,581	479,511

The Statement of Accounting Policies and Notes form an integral part of the financial statements.

**STATEMENT OF CHANGES
IN EQUITY**

FOR THE YEAR ENDED 30 JUNE 2009

	Notes	2009 \$	2008 \$
Equity at Start of the Year		3,734,169	3,254,658
Profit for the Period		182,581	479,511
Total Recognised Revenues and Expenses for the Period		182,581	479,511
Balance at 30 June		3,916,750	3,734,169

The Statement of Accounting Policies and Notes form an integral part of the financial statements.

STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2009

	Notes	2009 \$	2008 \$
Current Assets			
Cash and Cash Equivalents	4	2,018,808	699,578
Investments		2,640,000	2,995,000
Trade and Other Receivables	6	1,219,721	1,216,867
Project Work in Progress		24,679	25,115
Inventory	5	388,465	346,472
Total Current Assets		6,291,673	5,283,032
Non-current Assets			
Property, Plant and Equipment	7	278,528	355,238
Intangible Assets	8	62,857	87,044
Total Assets		6,633,058	5,725,314
Current Liabilities			
Trade Payables		440,977	315,349
Employee Entitlements	9	263,668	392,812
Other Payables	10	1,981,502	1,262,221
Total Current Liabilities		2,686,147	1,970,382
Non-current Liabilities			
Employee Entitlements	9	30,161	20,763
Total Liabilities		2,716,308	1,991,145
Equity			
Accumulated Funds		3,916,750	3,734,169
Total Equity		3,916,750	3,734,169
Total Equity and Liabilities		6,633,058	5,725,314



Robyn Baker
Director



Peter Allen
Chair

24 August 2009

The Statement of Accounting Policies and Notes form an integral part of the financial statements.

CASH FLOW STATEMENT

FOR THE YEAR ENDED 30 JUNE 2009

	Notes	2009 \$	2008 \$
Cash Flows from Operating Activities			
Cash was Provided from:			
Government Grant		1,452,000	1,387,000
Sales Receipts		1,571,485	2,794,585
Projects		4,525,231	2,822,943
Interest Received		240,993	237,791
Educational Funds Receipts	10	1,820,225	1,984,335
Other Receipts		576,424	500,719
Net GST		(166,834)	18,643
		10,019,524	9,746,016
Cash was Disbursed to:			
Salaries and Related Employee Costs		4,629,634	3,966,494
Operating Expenses		1,923,574	2,043,257
Cost of Sales		844,364	828,550
Educational Funds Expenses	10	1,552,511	1,936,312
		8,950,083	8,774,613
Net Cash Inflow from Operating Activities	11	1,069,441	971,403
Cash Flows from Investing Activities			
Cash was Provided from:			
Sale of Fixed Assets		790	1,649
Cash was Applied to:			
Purchase of Fixed Assets		75,611	118,159
Purchase of Intangible Assets		30,390	39,451
Purchase of Short-Term Deposits		(355,000)	266,414
Net Cash Outflow from Investing Activities		(249,789)	422,375
Total Cash Flow			
Net Increase/(Decrease) in Cash Held		1,319,230	549,028
Opening Balance Cash and Bank		699,578	150,550
Closing Cash and Bank		2,018,808	699,578
Comprising:			
Cash and Cash Equivalents		2,018,808	699,578

The GST (net) component of operating activities reflects the net GST paid and received with the Inland Revenue Department. The GST (net) component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes.

The Statement of Accounting Policies and Notes form an integral part of the financial statements.

STATEMENT OF ACCOUNTING POLICIES

FOR THE YEAR ENDED 30 JUNE 2009

STATEMENT OF COMPLIANCE

The New Zealand Council for Educational Research (the Council) is a public-benefit entity established under the New Zealand Council for Educational Research Act 1972. It provides educators, students, parents, policy makers and the public with innovative and independent research, analysis and advice. The Council is a reporting entity for the purposes of the terms of section 32 of the New Zealand Council for Educational Research Act 1972. Its registered office and principal place of business is at 178 Willis Street, Wellington.

The financial statements have been prepared in accordance with Generally Accepted Accounting Practice in New Zealand (NZ GAAP). They comply with the New Zealand Equivalents to International Financial Reporting Standards (NZ IFRS) and other applicable financial reporting standards as appropriate for public-benefit entities.

The financial statements were authorised for issue in accordance with a resolution of the Directors on 7 August 2009.

BASIS OF PREPARATION

The financial statements have been prepared on the basis of historical cost, which is based on the fair values of the consideration given in exchange for assets.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2009 and the comparative information presented in these financial statements for the year ended 30 June 2008.

FUNCTIONAL CURRENCY

The financial statements are presented in New Zealand dollars. The functional currency of the Council is New Zealand dollars.

SIGNIFICANT ACCOUNTING POLICIES

The following significant accounting policies have been adopted in the preparation and presentation of the financial statements:

a. REVENUE RECOGNITION

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the Council and the revenue can be reliably measured. The following specific recognition criteria must also be met before revenue is recognised:

Sales of educational resources

Revenue derived from the sales of educational resources to third parties is recognised when the Council has transferred to the buyer the significant risks and rewards of ownership of the work. Risks and rewards are considered passed to the buyer at the time of delivery of the goods to the customer.

Rendering of services

Revenue from the provision of research work is recognised by reference to the stage of completion.

Stage of completion is measured by reference to the percentage of totals for each contract.

Where the contract outcome cannot be measured reliably, revenue is recognised only to the extent of the expenses recognised that are recoverable.

Interest revenue

Interest revenue is recognised in the Statement of Financial Performance using the effective interest method.

b. GOVERNMENT GRANTS

The Council is a statutory body. Government grants are recognised at their fair value where there is reasonable assurance that the grant will be received and all attaching conditions will be complied with.

When the grant relates to an expense item, it is recognised as income over the periods necessary to match the grant on a systematic basis to the costs that it is intended to compensate.

c. TRADE AND OTHER RECEIVABLES

Debtors and other receivables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment.

An estimate for doubtful debts is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

d. INVESTMENTS

Investments in bank deposits are initially measured at fair value plus transaction costs. After initial recognition, investments in bank deposits are measured at amortised cost using the effective interest method. For bank deposits, impairment is established when there is objective evidence that the Council will not be able to collect amounts due according to the original terms of the deposit. Significant financial difficulties of the bank, probability that the bank will enter into bankruptcy, and default in payments are considered indicators that the deposit is impaired.

e. INVENTORY

Inventories are valued at the lower of cost or net realisable value.

The write-down from cost to current replacement cost or net realisable value is recognised in the Statement of Financial Performance in the period when the write-down occurs.

f. PROPERTY, PLANT AND EQUIPMENT

Plant, equipment and leasehold improvements are stated at cost less accumulated depreciation and any impairment in value. Cost includes expenditure that is directly attributable to the acquisition of the item.

The cost of an item of property, plant or equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to the Council and the cost of the item can be measured reliably.

When an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value when control over the asset is obtained.

On the subsequent disposal or permanent withdrawal of an item of property, plant or equipment the difference between the disposal proceeds (if any) and the carrying amount is recognised in the Statement of Financial Performance.

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to the Council and the cost of the item can be measured reliably.

The costs of day-to-day servicing of property, plant and equipment are recognised in the Statement of Financial Performance as they are incurred.

Depreciation on property, plant and equipment is calculated on a straight-line basis.

The following estimated useful lives are used in the calculation of depreciation:

Furniture and Fittings 10 years (10%)

Computing and

Electronic Equipment 3 years (33%)

Leasehold improvements are depreciated over the unexpired period of the lease or the estimated remaining useful lives of the improvements, whichever is the shorter.

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year-end.

g. IMPAIRMENT OF ASSETS

The carrying values of plant and equipment are reviewed for impairment when events or changes in circumstances indicate the carrying value may not be recoverable.

Impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use. The total impairment loss is recognised in the Statement of Financial Performance.

h. INTANGIBLE ASSETS

Product development costs

Product development costs that meet the recognition criteria in NZ IAS 38 are capitalised as incurred. The cost model is applied to all classes of intangible assets.

Gains or losses arising from derecognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the Statement of Financial Performance when the asset is derecognised.

Amortisation charged on product development costs is recognised on a straight-line basis over a period of years and is taken to the Statement of Financial Performance through the "expenses" line item.

Product development costs are tested for impairment where an indicator of impairment exists. Useful lives are also examined on an annual basis and adjustments, where applicable, are made on a prospective basis.

Acquired computer software licences are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

Costs that are directly associated with the development of the Win with Maths CD-ROM for internal use by the Council are recognised as an intangible asset. Direct costs include the Win with Maths CD-ROM development, employee costs and an appropriate portion of relevant overheads.

Staff training costs are recognised as an expense when incurred.

Computer software

Computer software is measured at cost less amortisation and impairment losses. It is amortised on a straight-line basis over its useful life of a maximum period of three years, commencing from the time the software is held ready for use. Staff training costs are recognised as an expense when incurred. Costs associated with maintaining computer software are recognised as an expense when incurred.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

Product (CD-ROM) development	6 years	(16%)
Computer software	3 years	(33%)

i. TRADE AND OTHER PAYABLES

Trade and other payables are recognised when the Council becomes obliged to make future payments resulting from the purchase of goods and services. They are initially measured at fair value and subsequently measured at amortised cost using the effective interest method.

j. PROJECT INCOME IN ADVANCE

Project revenue relating to work not completed on contract is classified as projects funds in advance.

k. PROVISION FOR EMPLOYEE ENTITLEMENTS

Provision is made in respect of the Council's liability for annual leave, long-service leave, and retirement leave.

They are recognised when the Council has a present obligation (legal or constructive) as a result of a past event, and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation.

The present value of the long-service and retirement leave obligations depends on a number of factors that are determined on an actuarial basis using a number of assumptions. Two key assumptions used in calculating this liability are the discount rate and the salary inflation factor. Any changes in these assumptions will impact on the carrying amount of the liability.

Short-term

Provisions made in respect of employee benefits expected to be settled within 12 months are measured at their nominal values using the remuneration rate expected to apply at the time of settlement.

Long-term

Provisions made in respect of employee benefits which are not expected to be settled within 12 months are measured as the present value of the estimated future cash outflows to be made by the organisation in respect of services provided by employees up to reporting date.

The discount rate is based on the weighted average of interest rates for government stock with terms to maturity similar to those of the relevant liabilities. The inflation factor is based on the expected long-term increase in remuneration for employees.

l. OPERATING LEASES

Leases where the lessor retains substantially all the risks and benefits of ownership of the asset are classified as operating leases.

Operating-lease payments are recognised as an expense in the Statement of Financial Performance on a straight-line basis over the lease term.

m. FOREIGN CURRENCIES

Transactions in foreign currencies are converted at the New Zealand rate of exchange ruling at the date of the transaction. Both the functional and presentation currency of the Council is New Zealand dollars.

n. GST

The financial statements have been prepared on a GST-exclusive basis, except for trade receivables and trade payables, which are stated with GST included (where applicable). The net amount of GST recoverable from, or payable to, the IRD is included as part of receivables or payables in the Statement of Financial Position. Commitments and contingencies are stated GST exclusive.

o. INCOME TAXES

Section 29 of the New Zealand Council for Educational Research Act 1972 exempts the Council from income tax.

p. STATEMENT OF CASH FLOWS

Cash and cash equivalents

Cash and cash equivalents in the Statement of Financial Position comprise cash at bank, in hand and short-term deposits with an original maturity of three months or less.

For the purpose of the Cash Flow Statement, cash and cash equivalents comprise of cash and cash equivalents, as defined above.

q. COMPARATIVE AMOUNTS

Comparative information has been reclassified, where necessary, to achieve consistency in disclosure with the current year.

r. CRITICAL ACCOUNTING ESTIMATES AND ASSUMPTIONS

In preparing these financial statements, the Council has made estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below:

Property, plant and equipment useful lives and residual value

At each balance date the Council reviews the useful lives and residual values of its property, plant and equipment. Assessing the appropriateness of useful-life and residual-value estimates of property, plant and equipment requires the Council to consider a number of factors such as the physical condition of the asset, expected period of use of the asset by the Council, and expected disposal proceeds from the future sale of the asset.

An incorrect estimate of the useful life or residual value will impact on the depreciation expense recognised in the Statement of Financial Performance and the carrying amount of the asset in the Statement of Financial Position. The Council minimises the risk of this estimation uncertainty by:

- physical inspection of assets
- asset replacement programmes
- review of second-hand market prices for similar assets
- analysis of prior asset sales.

The Council has not made significant changes to past assumptions concerning useful lives and residual values. The carrying amounts of property, plant and equipment are disclosed in Note 7.

Retirement and long-service leave

Note 9 provides an analysis of the exposure in relation to estimates and uncertainties surrounding retirement and long-service leave liabilities.

s. CRITICAL JUDGEMENTS IN APPLYING THE COUNCIL'S ACCOUNTING POLICIES

Management has exercised the following critical judgements in applying the Council's accounting policies for the period ended 30 June 2009:

Leases classification

Determining whether a lease agreement is a finance or an operating lease requires judgement as to whether the agreement transfers substantially all the risks and rewards of ownership to the Council.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic

life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the Statement of Financial Position as property, plant and equipment, whereas for an operating lease no such asset is recognised.

The Council has exercised its judgement on the appropriate classification of equipment leases and has determined current lease arrangements are operating leases.

Nongovernment grants

The Council must exercise judgement when recognising grant income to determine if conditions of the grant contract have been satisfied. This judgement will be based on the facts and circumstances that are evident for each grant contract.

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2009

1. REVENUE CONSISTS OF THE FOLLOWING ITEMS:

	2009	2008
	\$	\$
Sales	1,957,611	2,665,439
Government Grant	1,473,830	1,435,030
Project Revenue	3,762,001	2,900,249
Total	7,193,442	7,000,718

2. OTHER INCOME

	2009	2008
	\$	\$
Royalties	91,783	80,601
Marking Service	402,594	316,311
Other Income	82,836	105,456
Total	577,213	502,368

3. EXPENSES INCLUDES THE FOLLOWING ITEMS:

	2009	2008
	\$	\$
Remuneration of Auditors		
- Audit of the financial statements	26,082	25,700
- Fees paid to auditors for NZ IFRS work	-	6,000
Fees Paid to Deloitte for Work on Transition to NZ IFRS	-	14,098
Board Members' Fees	8,660	12,005
Bad Debts Written Off	-	5,415
Operating Lease Expenses	37,395	36,192
Loss on Sale of Fixed Assets	1,205	532
Donations Paid	30,743	26,385
Foreign Exchange Translation Losses	48,624	-
Rental of Office Premises	278,001	181,018

4. CASH AND CASH EQUIVALENTS

	2009	2008
	\$	\$
Cash at Bank	1,638,808	279,578
Cash Equivalents—Short-term Deposits	380,000	420,000
Total Cash and Cash Equivalents	2,018,808	699,578

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

The weighted average effect interest rate for term deposits is 3.96 percent (2008: 8.67 percent).

5. INVENTORIES

	2009	2008
	\$	\$
Stock Tests/Publications	372,796	333,631
Stock Tests/Test Scoring	15,669	12,841
Total Inventories	388,465	346,472

The write-down of inventories held for publications amounted to \$7,053 (2008: \$35,179). There have been no reversals of write-downs.

The write-down of overseas test scoring amounted to \$32,327 (2008: \$9,966). There have been no reversals of write-downs.

6. TRADE AND OTHER RECEIVABLES

	2009	2008
	\$	\$
Trade Receivables	495,210	110,711
Project Receivables	649,728	1,036,607
Accrued Interest	27,150	67,029
Other Receivables	47,633	2,520
	1,219,721	1,216,867

As at 30 June 2009 and 2008, all overdue receivables have been assessed for impairment and appropriate provisions applied, as detailed below:

	2009			2008		
	Gross	Impairment	Net	Gross	Impairment	Net
	\$	\$	\$	\$	\$	\$
Not past due days	1,160,740	-	1,120,613	1,216,867	-	1,216,867
Past due 1-30 days	40,822	-	40,822		-	-
Past due 31-60 days	14,888	-	14,888		-	-
Past due 61-90 days	3,271	-	3,271		-	-
Past due > 91 days	-	-	-		-	-
Total:	1,219,721	-	1,179,594	1,216,867	-	1,216,867

7. PROPERTY, PLANT AND EQUIPMENT

	Furniture & Fittings	Equipment	Total
Cost	\$	\$	\$
Balance at 1 July 2007	599,689	734,147	1,333,836
Additions	25,173	97,098	122,271
Disposals	-	(48,001)	(48,001)
Balance at 30 June 2008	624,862	783,244	1,408,106
Balance at 1 July 2008	624,862	783,244	1,408,106
Additions	9,828	68,498	78,326
Disposals	-	(30,855)	(30,855)
Balance at 30 June 2009	634,690	820,887	1,455,577
Accumulated Depreciation			
Balance at 1 July 2007	399,929	542,911	942,840
Depreciation Expense	44,723	109,339	154,062
Eliminate on Disposal	-	(44,033)	(44,033)
Balance at 30 June 2008	444,652	608,217	1,052,869
Balance at 1 July 2008	444,652	608,217	1,052,869
Depreciation Expense	48,147	104,174	152,321
Eliminate on Disposal	-	(28,140)	(28,140)
Balance at 30 June 2009	492,799	684,251	1,177,050
Carrying Amounts			
At 1 July 2007	199,760	191,236	390,996
At 30 June and 1 July 2008	180,210	175,027	355,237
At 30 June 2009	141,891	136,636	278,527

8. INTANGIBLE ASSETS

	Capitalised Development	Software	Total
	\$	\$	\$
Cost			
Balance at 1 July 2007	116,139	198,880	315,019
Additions	-	49,879	49,879
Disposals	-	(10,428)	(10,428)
Balance at 30 June 2008	116,139	238,331	354,470
Balance at 1 July 2008	116,139	238,331	354,470
Additions	-	30,390	30,390
Balance at 30 June 2009	116,139	268,721	384,860
Accumulated Amortisation			
Balance at 1 July 2007	89,449	108,953	198,402
Amortisation Expense	8,900	60,124	69,024
Balance at 30 June 2008	98,349	169,077	267,426
Balance at 1 July 2008	98,349	169,077	267,426
Amortisation Expense	8,900	45,677	54,577
Balance at 30 June 2009	107,249	214,754	322,003
Carrying Amounts			
At 1 July 2007	26,690	89,927	116,617
At 30 June and 1 July 2008	17,790	69,254	87,044
At 30 June 2009	8,890	53,967	62,857

9. EMPLOYEE ENTITLEMENTS

	2009	2008
	\$	\$
Annual Leave	263,668	242,812
Provision for Redundancy	-	150,000
Retirement Leave	30,161	20,763
	<u>293,829</u>	<u>413,575</u>
Disclosed as:		
Employee Entitlements—Current		
Annual Leave	263,668	242,812
Provision for Redundancy	-	150,000
	<u>263,668</u>	<u>392,812</u>
Employee Entitlements—Non-current		
Retirement Leave	30,161	20,763
Total	<u>293,829</u>	<u>413,575</u>

The present value of the long-service and retirement leave obligations depends on a number of factors that are determined on an actuarial basis using a number of assumptions. Two key assumptions used in calculating this liability are the discount rate and the salary inflation factor. Any changes in these assumptions will impact on the carrying amount of the liability.

In determining the appropriate discount rate, the Council considered the interest rates on New Zealand government bonds which have terms to maturity that match, as closely as possible, the estimated future cash outflows. The salary inflation factor has been determined after considering historical salary inflation. A weighted average discount rate of 8 percent (2008: 8 percent) and an inflation factor of 2.8 percent were used.

10. OTHER PAYABLES

	2009	2008
Current	\$	\$
Accruals	203,738	108,318
Advance Subscriptions	52,645	54,272
Project Income in Advance	959,867	583,953
Grant Income in Advance	129,221	151,050
Educational Funds	619,881	352,167
Other Liabilities	16,150	12,461
	1,981,502	1,262,221
Non-current		
Educational Funds	-	-

Trade and other payables are non-interest-bearing and are normally settled on 30-day terms, therefore the carrying value of trade and other payables approximates their fair value.

Educational funds

The Council administers a number of funds for specific Educational purposes.

Teaching and Learning Research Initiative (TLRI)

Monies relating to the TLRI are received from the Ministry of Education in accordance with the "Agreement for the Provision of Programme Co-ordination Services" and are paid out on behalf of the Ministry of Education to projects selected by the TLRI Advisory Board.

Beeby fund 1998

The Beeby fund is a joint initiative by the Council and UNESCO and provides funding to researchers to prepare books focused on enhancing practice and students' learning. This fund is administered by the Council.

Funds	Balance 30 June 2008	Receipts	Payments	Balance 30 June 2009
	\$	\$	\$	\$
Teaching and Learning Research Initiative	317,293	1,800,225	1,539,542	577,976
Beeby funds 1998-	34,874 *	20,000	12,969	41,905
TOTAL	352,167	1,820,225	1,552,511	619,881

These funds are excluded from the Statement of Financial Performance, as the funds are not seen as revenue or expenditure of the Council. However, the balance as at 30 June has been included in the Statement of Financial Position.

All TLRI and Beeby funds are classified as current liabilities.

11. CASH FLOW

Reconciliation of Net Cash Flows from Operating Activities to Net Surplus.

	2009	2008
	\$	\$
Net Surplus	182,581	479,511
Add/(Less) Noncash Items		
Depreciation	152,320	154,062
Amortisation	54,577	69,024
Increase/(Decrease) in Noncurrent Employee Entitlements	(140,602)	(54,005)
	<hr/> 66,295	<hr/> 169,081
Add/(Less) Movements in Other Working Capital Items		
(Increase)/Decrease in Trade and Other Receivables	37,273	(203,481)
(Increase)/Decrease in Work in Progress	437	29,259
(Increase)/Decrease in Inventory	(41,993)	42,358
Increase/(Decrease) in Trade Payables	125,628	160,069
Increase/(Decrease) in Employee Entitlements	20,856	190,964
Increase/(Decrease) in Grant Income in Advance	679,154	105,291
	<hr/> 821,355	<hr/> 324,460
Add/(Less) Items Classified as Investing Activities		
(Profit)/Loss on Sale of Fixed Assets	(789)	(1,649)
Net Cash Inflow/(Outflow) from Operating Activities	<hr/> 1,069,441	<hr/> 971,403

12. COMMITMENTS FOR EXPENDITURE

Commitments under noncancellable operating leases, to which the Council is subject, are as follows:

	2009	2008
	\$	\$
Noncancellable Operating Lease Payments		
Less than one year	325,993	305,226
One to two years	319,677	287,346
Two years to five years	41,477	284,120
	<hr/> 687,147	<hr/> 876,692

The Council has the following leases:

	EXPIRY DATES
Building Lease	30 June 2011
Canon Fax	28 March 2010
Canon Photocopier—9th Floor	28 July 2011
Canon Photocopier—10th Floor	28 April 2010
PABX System	30 June 2012
Franking Machine	12 March 2012

13. KEY MANAGEMENT PERSONNEL COMPENSATION

	2009	2008
	\$	\$
Salaries and Other Short-term Employee Benefits	205,956	207,302
Post-employment Benefits	20,507	11,642
Total Key Management Personnel Compensation	226,463	218,944

Key management personnel include the Board and Chief Executive.

14. CONTINGENCIES

CONTINGENT LIABILITIES

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2009 (30 June 2008: Nil).

CONTINGENT ASSETS

The Council has no contingent assets.

15. RELATED PARTIES

Some Board members are employees of various tertiary institutions. They conduct research and provide professional advices in educational research-related matters.

In the past financial year, a number of directors have been working with the Council in various research initiatives. The Board members do not hold a position that would influence or control the research initiative with the Council.

HELEN MAY

Helen is a Ministry of Education TLRI Advisory Board member. The Council co-ordinates the TLRI fund on behalf of the Ministry of Education. She attends two or three meetings a year. Her travel costs are paid from the contract fees. Approximately \$186.27 was paid out in the financial year 2008-9 (2007-8: \$341.44).

LUANNA MEYER

Luanna is a project leader for the Victoria University TLRI-funded project. The projects are selected by an external panel and ratified by the TLRI Advisory Board. Victoria University received \$140,000 in the financial year 2008-9. (2007-8: \$90,000).

MARGARET CARR

Margaret is a project leader for Waikato University. Two projects have been awarded by TLRI funding to the university and \$144,000 was paid out to the university for the financial year 2008-9. (2007-8: \$138,995).

ROBYN BAKER

Robyn is a Board member of the Australian Council for Educational Research (ACER). A total of AUD\$647,177 was paid to ACER for Tertiary Education Commission Adult Assessment Tool Project for the financial year 2008-9 (2007-8: Nil).

16. CATEGORIES OF FINANCIAL ASSETS AND LIABILITIES

The carrying amounts of financial assets and liabilities in each of the NZ IAS 39 categories are as follows:

	2009 \$	2008 \$
Loans and Receivables		
Debtors and Other Receivables	1,219,721	1,216,867
Investments—Term Deposits	2,640,000	2,995,000
Total Loans and Receivables	3,859,721	4,211,867

17. FINANCIAL INSTRUMENTS

The Council is a party to a variety of financial instruments as part of its everyday operations. Financial instruments include accounts payable and receivable cash, and short-term deposits.

CREDIT RISK

Credit risk is the risk that a third party will default on its obligations to the Council, therefore causing the Council to incur a loss. In the normal course of business the Council incurs credit risk from debtors and transactions with financial institutions. The Council does not require any collaterals or securities to support financial instruments as investments are with reputable financial institutions, and debtors are on normal trade terms. There is a concentration of credit risk in relation to the Council's receivables due to the reliance on the Ministry of Education for 57 percent of receivables at 30 June 2009 (30 June 2008: 64 percent). However, the Ministry of Education is a high-credit-quality entity.

FAIR VALUE

The fair value of financial instruments is equivalent to the carrying amount disclosed in the Statement of Financial Position.

CURRENCY RISK

Currency risk is the risk that the value of a financial instrument will fluctuate due to changes in exchange rates. The Council's exposure to foreign currency risk through overseas sales and purchases is minimal. It is the Council's policy not to hedge these transactions.

The Tertiary Education Commission Adult Assessment Tool project has some exposure to Australian dollar exchange rate risk. The Council's risk management strategy is to purchase Australian dollar upfront to lock the in exchange rate. However, this will not eliminate translation/accounting gains/losses as the exchange rate fluctuates inevitably from period to period.

INTEREST RATE RISK

Interest rate risk is the risk that the value of a financial instrument will fluctuate due to changes in market interest rates. The Council's financial instruments are subject to interest rate risk.

18. SUBSEQUENT EVENTS

There have been no events occurring subsequent to balance date that would result in an adjustment being required to the amounts disclosed in the financial statements.

19. CAPITAL MANAGEMENT

The Council's capital is its equity, which comprises accumulated funds and other reserves. Equity is represented by net assets.

The Council manages its equity as a by-product of prudently managing revenues, expenses, assets, liabilities, investments and general financial dealings to ensure the Council effectively achieves its objectives and purpose, whilst remaining a going concern.

REPORT OF THE AUDITOR-GENERAL

AUDIT NEW ZEALAND
Mana Arotake Aotearoa

TO THE READERS OF NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2009

The Auditor-General is the auditor of the New Zealand Council for Educational Research (the Council). The Auditor-General has appointed me, Karen Young, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the Council, for the year ended 30 June 2009. The audit covers the financial statements included in the annual report of the Council for the year ended 30 June 2009.

Unqualified Opinion

In our opinion:

- The financial statements of the Council on pages 30 to 45:
 - comply with generally accepted accounting practice in New Zealand; and
 - fairly reflect:
 - the Council's financial position as at 30 June 2009; and
 - the results of its operations and cash flows for the year ended on that date.

The audit was completed on 24 August 2009 and is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board and the Auditor, and explain our independence.

Basis of Opinion

We carried out the audit in accordance with the Auditor-General's Auditing Standards, which incorporate the New Zealand Auditing Standards.

We planned and performed the audit to obtain all the information and explanations we considered necessary in order to obtain reasonable assurance that the financial statements did not have material misstatements, whether caused by fraud or error.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

The audit involved performing procedures to test the information presented in the financial statements. We assessed the results of those procedures in forming our opinion.

Audit procedures generally include:

- determining whether significant financial and management controls are working and can be relied on to produce complete and accurate data;
- verifying samples of transactions and account balances;
- performing analyses to identify anomalies in the reported data;
- reviewing significant estimates and judgements made by the Board;
- confirming year-end balances;
- determining whether accounting policies are appropriate and consistently applied; and
- determining whether all financial statement disclosures are adequate.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

We evaluated the overall adequacy of the presentation of information in the financial statements. We obtained all the information and explanations we required to support our opinion above.

Responsibilities of the Board and the Auditor

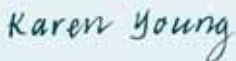
The Board is responsible for preparing the financial statements in accordance with generally accepted accounting practice in New Zealand. The financial statements must fairly reflect the financial position of the Council as at 30 June 2009 and the results of its operations and cash flows for the year ended on that date. The Board's responsibilities arise from the New Zealand Council for Educational Research Act 1972.

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you. This responsibility arises from section 15 of the Public Audit Act 2001.

Independence

When carrying out the audit we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the Institute of Chartered Accountants of New Zealand.

Other than the audit, we have no relationship with or interests in the Council.



Karen Young

Audit New Zealand

On behalf of the Auditor-General

Wellington, New Zealand

Matters relating to the electronic presentation of the audited financial statements

This audit report relates to the financial statements of New Zealand Council for Educational Research (the Council) for the year ended 30 June 2009 included on the Council's website. The Council's Chief Executive is responsible for the maintenance and integrity of the Council's website. We have not been engaged to report on the integrity of the Council's website. We accept no responsibility for any changes that may have occurred to the financial statements since they were initially presented on the website.

The audit report refers only to the financial statements named above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and related audit report dated 24 August 2009 to confirm the information included in the audited financial statements presented on this website.

Legislation in New Zealand governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

CONTACTS

New Zealand Council for Educational Research

PO Box 3237
Wellington 6140
New Zealand

Level 10, Education House
178–182 Willis Street
New Zealand

P 64 4 384 7939
F 64 4 384 7933
E info@nzcer.org.nz
W www.nzcer.org.nz

ADDITIONAL WEBSITES MANAGED BY NZCER

Teaching & Learning Research Initiative (TLRI)—www.tlri.org.nz,
contact tlri@nzcer.org.nz

Assessment Resource Banks (ARBs)—
www.nzcer.org.nz/arb,
contact arb@nzcer.org.nz

Marking service—
www.nzcermarking.org.nz

Shifting thinking—
www.shiftingthinking.org.nz

RESEARCH CONTACTS

Director

Robyn Baker, 04 802 1441,
robyn.baker@nzcer.org.nz

Chief researchers

Dr Jennifer Garvey Berger 04 802 1449
jennifer.garveyberger@nzcer.org.nz

Dr Jane Gilbert, 04 802 1459,
jane.gilbert@nzcer.org.nz

Dr Rosemary Hipkins, 04 802 1465,
rose.hipkins@nzcer.org.nz

Dr Cathy Wylie, 04 802 1444,
cathy.wylie@nzcer.org.nz

OTHER CONTACTS

Assessment Design and Reporting

Charles Darr, 04 802 1447,
charles.darr@nzcer.org.nz

Curriculum and Assessment team (including Assessment Resource Banks)

Chris Joyce, 04 802 1467,
chris.joyce@nzcer.org.nz,
arb@nzcer.org.nz

Communications

Sarah Boyd, 04 801 1468,
sarah.boyd@nzcer.org.nz

Contracts

Diana Todd, 04 802 1434,
diana.todd@nzcer.org.nz

Corporate Services

Pat Teodoro, 04 802 1462,
pat.teodoro@nzcer.org.nz

Finance and Business

David Lin, 04 802 1442,
david.lin@nzcer.org.nz

Information Services

Beverley Thomson, 04 802 1446,
beverley.thomson@nzcer.org.nz

NZCER Marking

Graeme Cosslett, 04 802 1387,
graeme.cosslett@nzcer.org.nz

NZCER Press

Bev Webber, 04 802 1445,
bev.webber@nzcer.org.nz

Māori education

Dr Jessica Hutchings 04 802 1458,
jessica.hutchings@nzcer.org.nz

Psychological Tests

Lorraine Rowlands, 04 802 1448,
lorraine.rowlands@nzcer.org.nz

Sales and distribution

Lorraine Rowlands, 04 802 1448,
sales@nzcer.org.nz

Statistics and data

Edith Hodgen, 04 802 1433,
edith.hodgen@nzcer.org.nz

Rachel Dingle, 04 802 1389,
rachel.dingle@nzcer.org.nz

Website

Hugh McCracken, 04 802 1457,
hugh.mccracken@nzcer.org.nz