



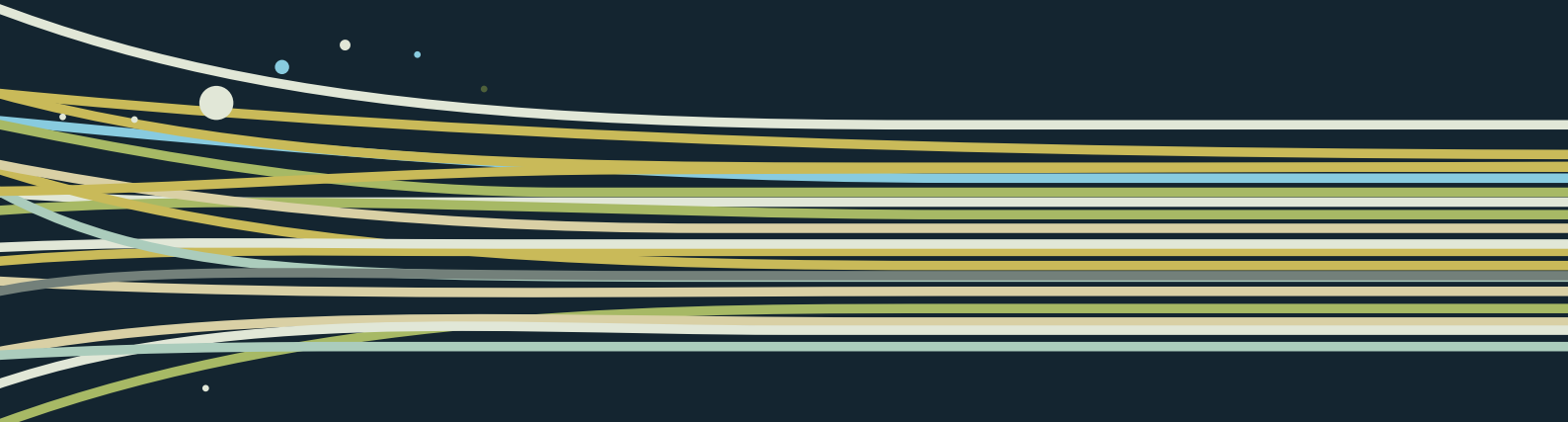
**NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH**

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

# ANNUAL REPORT

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2007–2008





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# ABOUT NZCER

The New Zealand Council for Educational Research (NZCER) is an independent research organisation. We conduct research and produce research-based knowledge, products, and services for teachers, learners, policy makers, researchers, and parents.

We use our research-informed expertise to provide advice and information, and to contribute to education debate at the policy and practice level.

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

NZCER has:

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

NZCER was set up in 1934 through grants from the Carnegie Corporation. In 1945 it became a statutory body with its own Act of Parliament. We have a baseline purchase agreement from the Ministry of Education, competitive research contracts with public and private sector clients, and other income streams such as our books and journals, and the online marking service for the Progressive Achievement Tests (PATs). We must operate as a viable business and, though we are a nonprofit, our business model enables us to continually build our capability and to anticipate the needs of the education sector for ideas, services, and products.

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

We have 57 staff (53 full-time equivalents). Of those, 25 are researchers or research assistants.

This financial year we conducted research for a range of clients, including the Ministry of Education, Life Education Trust, the Ministry of Women's Affairs, Cognition Trust, and the Hawke's Bay Principals' Association.

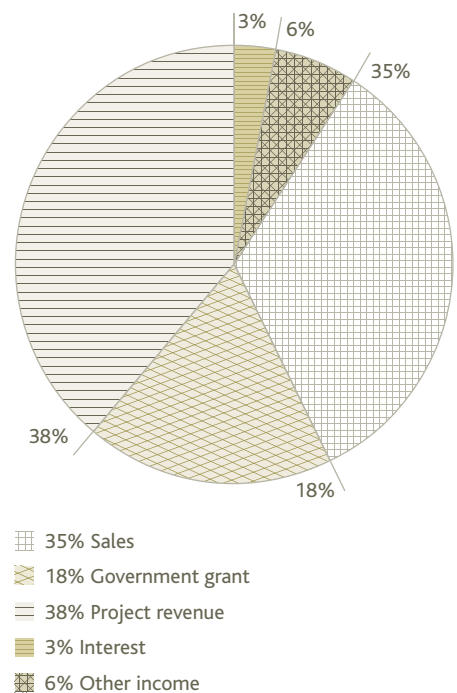
We worked in partnership on research with a number of organisations including the University of Waikato, The University of Auckland, and Health Outcomes International.

We published 11 books and five educational journals during the year.

We visited 10 parts of the country and met hundreds of teachers and advisers in November 2007 as part of a roadshow to promote the new PAT:Reading tests.

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

This is where our income comes from:



## PAT ROADSHOW

We launched the newly revised Progressive Achievement Tests in Reading Comprehension and Reading Vocabulary (PATs) in schools in the final term of 2007—ready for use early in 2008. As we did with the revised PAT:Mathematics, we used the occasion to travel round the country, so our researchers and test developers could explain the rationale behind the tests and get questions and feedback from teachers and advisers. The new tests proved very popular, with higher sales than expected.

## ONLINE ANALYSIS IMPROVED

We revamped our online reporting and analysis service to coincide with the launch of the new PATs. Called NZCER Marking, schools can either enter their PAT or STAR data themselves, or send us their answer sheets to scan. Whatever method is used, they can then get access through a website to a range of reporting and analysis, with individual, class, and school data, and easy comparisons to national norms.

## GETTING FAMILIES AND COMMUNITIES INVOLVED

This is an ongoing area of work that explores how families and schools can work together to help support students in their learning. We're funding it through our purchase agreement and it aligns well with contract work we've carried out for the Ministry of Education on home-school partnerships. The project includes a literature review and in-depth case studies with a small number of schools to look at the sorts of partnerships being forged.

# HIGHLIGHTS

## PUTTING THE CURRICULUM INTO PRACTICE

A significant event during the year was the launch of *The New Zealand Curriculum*. We began a project in collaboration with the University of Waikato involving in-depth case studies of schools which have already made a start in implementing the curriculum. It will provide examples for other schools to pick up on, and will also provide the Ministry of Education with information to help them work with schools on curriculum implementation.

Our research team has done numerous presentations and workshops on different aspects of curriculum implementation, for audiences such as clusters of schools and principal groups. There is a strong interest in the key competencies and what they might mean for teaching, learning, and assessment. Work carried out to develop new ARB items has generated useful examples here, and we value opportunities to discuss these with teachers.

## RESOURCES TO SUPPORT THE CURRICULUM

Kick Starts publications, begun in 2007, are teacher resources aimed at supporting the introduction of the key competencies into schools. This year we published the second in the series, a package of resources based around the water cycle. It includes a board game but it is much more than that. It is aimed at helping students strengthen the key competencies, and at exploring how the Nature of Science strand in the new curriculum fits into the key competencies.

## TALKING ABOUT ASSESSMENT

Our annual conference, held in March, signalled our intention to lead the thinking on assessment issues. It probed the idea of progress in education—what it means, what assumptions underpin notions of progress, and how and when to measure it. Keynote speakers were University of Waikato Professor of Education Margaret Carr, and Professor Jeffrey Smith from the University of Otago. Many teachers joined us for the one-day event, as well as policy makers and researchers.

## THE GENDER FACTOR

The Ministry of Women's Affairs asked us to look into gender segregation in trades occupations and training. This involved interviews with 86 young women and men working or training in trades pathways dominated by one sex. After an initial analysis, we held workshops for the young people to discuss our conclusions. We found that gender stereotypes remain strong and influential for young people seeking to carve out a career. Their stories show the ways in which narrow thinking about gender—from family, friends, and school—impacts on the career paths and identities that young women choose.

# STATEMENT FROM BOARD CHAIR AND DIRECTOR



The business of research is changing. NZCER carries out much of its work on contract, and we find our clients have different expectations now about the nature of the research, how it will be carried out, and how the results will be disseminated. No longer do researchers sit in their offices and write reports. There is much more interaction with the client, a lot more discussion with everyone involved in the project. The interaction starts before the project begins, and carries on through the dissemination process. That dissemination involves different strands, aimed at ensuring the research is useful at both the policy and practice level.

These are all good developments which we strongly support. But it costs more. Government and agencies that want good research need to know that it is an expensive process.

For that reason, a business model that involved simply doing one contract research project after another would not be viable. NZCER couldn't fulfil the requirements of our Act if we did that. We have had to become smarter, we have had to diversify, and we have had to make careful decisions about building our capability and capitalising on our strengths. Research remains at the heart of everything we do, but we do much more. We now have other income streams—products such as our books and journals and the Kick Starts series, services such as data analysis for school clusters, and the marking service for the Progressive Achievement Tests. We strive to be innovative and we always look for gaps in the market for knowledge, tools, and materials.

It's a very different environment and way of operating from a few years ago, let alone from 1934 when we were established. But some things remain the same. We are clear as an organisation about our core purpose and our values. At sessions over the year, the staff and Board reflected on how to stay true to that foundation, while being at the cutting edge of educational research and debate and contributing in today's world. It was part of a process of revising our strategic intentions so they would better express the sort of organisation we've become and where we want to head. We were in strong agreement: we value our independence, our New Zealand identity, and of course we value education. We want to generate new ideas, be forward-looking, relevant. We work in ways that are respectful, transparent, and collaborative. Our major area of work is research, but we also provide professional resources and independent advice. Our research and development, and our publishing programme through NZCER Press, enable us to meet emerging needs and imagine future possibilities. The business of research is changing.

**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, and tertiary sectors, and with a Maori 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 2007–2008, areas in development included:

- teachers' work
- partnerships in learning between young people, families, and teachers
- student engagement in learning
- key competencies

### 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
- redevelopment of Progressive Achievement 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



# RESEARCH

## OUR APPROACH

We want all our work to be relevant, timely, and to generate new ideas. Each year we seek to design a coherent research programme which is more than a series of research contracts, more than the sum of its parts. We build connections across our contract work, the work we fund from our purchase agreement with the Ministry of Education, and the innovative research we have under development at any one time.

For example, work done during the year for the Ministry of Education on successful home-school partnerships informed our thinking for a broader programme of work we are developing on families and communities. Our evaluation of the Education for Enterprise project provided new insights on 21st century education practices.

Our researchers work in teams and we often work in collaboration with a number of research partners. An important principle for us is transparency about the ideas and assumptions that all parties bring to research. We also want to work in ways that are respectful. We listen and we provide feedback at all stages of our work.

In 2007–2008 we continued to put considerable emphasis on communicating our research findings in useful ways to practitioners. Our researchers were in demand during the year to give workshops and presentations to leadership, teacher, and sector groups.

## THE RESEARCH PROGRAMME 2007–2008

There were a number of dominant strands in our research work during the year. *The New Zealand Curriculum* was formally launched in schools during the year and we were involved in several projects which looked at its implementation in schools.

We continued to be at the forefront in New Zealand of discussion on what 21st century education should look like, including how the job of teachers might

change. We initiated projects on teachers' work, and on connections between education and families and communities.

Evaluation has been an important focus this year, with research staff engaging in a wide-ranging discussion about the principles and methodologies of evaluation. We plan to further develop our ideas in 2008–2009 and to engage the wider research community in the discussion.

NZCER's work covers the spectrum from early years through primary and secondary education, to tertiary level and transition to the workforce. Maori 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 the new curriculum and developments such as the key competencies fit 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 the Teachers of Promise project, which explores the aspirations and realities for 57 teachers from their third to seventh years of teaching.

### **Structures and systems**

Projects in this area look at the contexts in which education takes place: the structural frameworks and systems. A major new project begun in this category in 2007–2008 was the Building Evaluative Capacity in Schools project, done in collaboration with the University of Auckland.

# NZCER RESEARCH PROGRAMME

## 21ST CENTURY EDUCATION

### TRANSFORMING CURRICULUM, TEACHING, AND ASSESSMENT

Curriculum Implementation  
 Exploratory Studies  
 Progressive Achievement Tests (PAT): Reading; Mathematics  
 Innovations  
 Shape and Scope of the Senior School Curriculum  
 Evaluation of Life Education\*

### TEACHERS & LEARNERS

Pathways & Prospects  
 Connectedness in Youth  
 Teachers of Promise  
 Teachers' Work

### STRUCTURES & SYSTEMS

Education–Employment Linkages  
 Education for Enterprise (E4E) clusters  
 Sustainable School Development—Phase 2  
 Healthy Futures—Fruit in Schools  
 Building Evaluative Capability in Schooling Improvement (BECSI)

Planning and Reporting Requirements and Classroom Practice  
 Computer Algebraic Systems (CAS) Pilot 2006–2007—Evaluation\*  
 Assessment Resources for Classroom Teachers, including the Assessment Resource Banks (ARB)  
 Home–School Partnerships Evaluations:  
 Secondary\*  
 Numeracy\*  
 Successful Home–School Partnerships\*  
 Families and Communities in Education  
 Life Long Literacy

Careers Education Systems in Schools\*  
 Gender and Young People's Career Decision–Making

Competent Children/Learners @ 16  
 National Surveys—ECE, Primary, Secondary  
 Teaching & Learning Research Initiative (TLRI)

\*Research completed in the year to 30 June 2008. All other entries are research in progress as at 30 June 2008.



## NZCER PRESS

NZCER Press publishes reports, books, journals, and classroom resources, written by NZCER researchers and outside authors. It is a business unit within NZCER.

### HIGHLIGHTS FOR THE YEAR:

- There has been a heightened international interest in NZCER Press publications. Sage Publications (UK) published a “rest-of-world” edition of Jan Robertson’s *Coaching Leadership* and the Open University Press (UK) published a second edition of Anne Meade and Pam Cubey’s *Thinking Children* for the international market. Additional titles are under consideration by these and other overseas publishers. This means that New Zealand authors whose books meet the criteria of these publishers have the opportunity to gain the best of both worlds: impact in New Zealand, and increased exposure to international audiences. During the year an agreement was signed with Building Connections Publishers (Canada) for a New Zealand adaptation of *Making Classroom Assessment Work*. 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 now available in full text on the Cengage Learning (USA) databases which serve a wide range of school and library communities. Sales of particular titles have been strong in the United Kingdom, Canada, and Australia as well as within New Zealand.

- Subscriptions to NZCER’s refereed journals continued to increase. This reflects the timeliness of the published articles, the ability of these journals to attract contributions from some of New Zealand’s leading researchers, and the increasing interest shown by practitioners in educational research. Reflecting NZCER’s position as a leader in the assessment field, planning is underway for the introduction during 2009 of a new journal, *Assessment Matters*.
- There has been great interest, from schools in particular, in NZCER’s researcher-developed, future-focused publications. The key competency classroom resources and *Disciplining and Drafting, or 21st Century Learning?* written by Rachel Bolstad and Jane Gilbert, have generated wide discussion.

## JOURNALS

*Curriculum Matters* 3: 2007

*Early Childhood Folio: A collection of recent research* 11: 2007

*set: Research Information for Teachers*, 2, 2007

*set: Research Information for Teachers*, 3, 2007

*set: Research Information for Teachers*, 1, 2008

## BOOKS

Bolstad, R., & Gilbert, J. (2008).

*Disciplining and drafting, or 21st century learning? Rethinking the New Zealand senior secondary curriculum for the future.*

Bull, A., Hipkins, R., Joyce, C., MacIntyre, B. (2008). *Key competencies: The water cycle, a science journey.*

Joyce, C. (2007). *Next steps: Using the assessment resource banks for formative assessment.*

Kirton, N. (2007). *Vocabulary acquisition: A literature review.*

Macfarlane, A.H. (2007). *Discipline, democracy, and diversity: Working with students with behaviour difficulties.*

Meade, A. (Ed.). (2007). *Cresting the waves: Innovation in early childhood education.*

Meade, A., & Cubey, P. (2008). *Thinking children: Learning about schema* (2nd ed.).

Wellington: NZCER Press/Berkshire: Open University Press.

Morris Matthews, K. (2008). *In their own right: Women and higher education in New Zealand before 1945.*

Morton, J. (Ed.). (2008). *Making progress: Measuring progress. Conference proceedings.*

Piggot-Irvine, E., & Bartlett, B. (Eds.). (2008). *Evaluating action research.*

Webber, M. (2008). *Walking the space between: Identity and Māori/Pākehā.*

## TESTS

Darr, C., McDowall, S., Ferral, H., Twist, J., Watson, V. (2007). *Progressive Achievement Test: Reading. Teacher manual and tests 1-7.*



# ASSESSMENT DESIGN AND REPORTING

The AD&R team is responsible for developing and maintaining new assessment tools and services. The team brings together staff with curriculum, psychometric, and programming expertise.

## **NZCER MARKING**

The AD&R team has continued to develop and maintain the NZCER Marking service. In 2008, NZCER shifted the focus of the service to the analysis website ([www.nzcermarking.org.nz](http://www.nzcermarking.org.nz)) and asked schools to access the service by subscribing to the website. Once subscribed, schools choose whether they enter data from the answer sheets by themselves, or send the sheets to be scanned by NZCER. NZCER works with a local firm, Desktop Imaging Ltd, to do the scanning, and then uploads the scanned data directly to the website for schools to view reports. In 2008, marking and reporting for the new PAT:Reading (Comprehension and Vocabulary) were added to the service. In addition, the website can now also be used to analyse data from the STAR tests. In 2007–2008, the marking service received subscriptions from over 690 schools and scanned over 95,000 answer sheets. Data from another 146,000 sheets were entered manually by schools.

Another development for the marking service was the introduction of online administration for PAT:Mathematics tests. Students can complete the tests online and teachers can then access the data and reports instantly using the analysis website.

## **PAT:READING**

The new edition of PAT:Reading was released at the end of 2007. The release was supported by a series of roadshows held around the country that provided teachers and curriculum advisers with the opportunity to hear about and view the new tests. Schools have been keen to purchase the new tests, with sales exceeding expectations. In 2008, AD&R staff were a contact point for teachers with questions about the use of the test. They were also involved in a number of workshops with schools.

## **NZCER SURVEY**

NZCER Survey ([www.nzcersurvey.org.nz](http://www.nzcersurvey.org.nz)) is a website designed to run and administer surveys online. The site is designed to provide flexibility in the way surveys are presented and accessed, and provides functions that allow users acting in administrative capacities to control how the survey is used within or across institutions. The site was originally developed by the AD&R team to allow online administration of the Teacher Workplace Survey and the Me and My School survey. It has now been used by several NZCER projects to administer surveys online.

## **ME AND MY SCHOOL STUDENT ENGAGEMENT SURVEY**

The AD&R team completed the development of a new survey entitled Me and My School, which is designed to measure Years 7 to 10 students' sense of connection and commitment to school and learning. After a series of pilot trials in a range of schools, a national trial was held in September involving over 8000 students. The data from the trial were used to construct a Rasch Measurement Scale of engagement. The scale allows students' survey results to be converted to locations on the scale and then compared with national norms at the different year levels. The survey is designed to show how groups of students in a school perceive their engagement levels and to provide comparisons with national data. A series of reports displaying results against the scale and at the item level were developed to support the survey.

Over the last year, several clusters of schools working with NZCER's Statistics and Data Management group have used the survey as part of their evaluation work. The Me and My School survey will be available for general use in Term 3, 2008.

Schools have shown an interest in extending the Me and My School survey to older and younger year levels. We have done some work on a version of the engagement survey for students in Years 4 to 6.

## **TEACHER WORKPLACE SURVEY**

The Teacher Workplace Survey allows schools to survey teachers on their views about the school as a workplace. The survey draws on national and international research, including NZCER's own research, and covers five areas: the physical working environment and resources; satisfaction with school; school leadership; professional development; and school organisation. As part of the survey development, NZCER consulted with various interest groups in the schooling sector. The service will be available for schools in Term 3, 2008.

## **OTHER WORK**

The team was involved in a range of other work. This included NZCER's exploration of a new assessment tool in science; work with The Correspondence School to construct and analyse surveys of student and supervisor engagements; and work with the Accident Compensation Corporation on the design of a New Zealand version of an international examination to certify professionals who assist people returning to the workforce after a recovery period.



# ASSESSMENT RESOURCES FOR CLASSROOM TEACHERS (ARCT)

ARCT is a contract with the Ministry of Education. Under the contract, NZCER runs the Assessment Resource Banks (ARBs), an online resource of assessment items aimed at supporting the assessment practices of classroom teachers.

The main focus for the ARCT contract during this past year has been to continue to develop assessment resources that support teachers with their formative assessment practices. This involves using students' responses to a task to identify their current understanding and make decisions about what to do next. We've done this in several different ways.

During the year, 70 assessment resources have been added to the ARBs. Of those, 54 were completely new resources, and the remainder were existing resources updated to give them a more formative focus. An important part of these resources is the Teacher pages, which include information to assist teachers to analyse and act on the students' responses to the tasks. We conduct trials of student responses (approximately 200 for each task), which we analyse in detail to provide the basis for this support.

A booklet called *Next Steps: Using the Assessment Resource Banks for Formative Assessment* was written and distributed to all primary and secondary schools in New Zealand to provide teachers with professional development material on formative assessment. The book was also distributed to professional developers, advisers, and institutions involved in teacher training.

Members of the ARCT team gave 32 presentations (including two keynote

addresses) and workshops to a variety of audiences. The topics related to English, mathematics, science, key competencies, and assessment. ARB resources were also used to illustrate a number of other presentations.

We also added support materials to the ARB website, including descriptions of three assessment strategies, and additions to mathematical concept maps and English comprehension strategies. Research in English and science was summarised for teachers, and added to the website's support pages.

Research topics this year have included patterns, basic facts (mathematics), understanding text features, vocabulary (English), the water cycle (science), and a literature review of graphs and tables. These have resulted in information summaries for teachers on the ARB website, and articles in *set: Research Information for Teachers* and the *Journal of Biological Education* (published in Great Britain). A summary paper about the key competencies, based on an earlier discussion paper by the ARCT team, was written for the Ministry of Education for distribution to schools.

Three other major tasks were undertaken. The first was updating copyright permission for English resources, which will continue into 2008–2009. The second was making some changes to the website to improve the layout and to ensure that resources can only be accessed by using the password. The third was planning for realigning both the resources and the search facilities to the 2007 curriculum. This will be undertaken in 2008–2009.

Negotiations to extend the contract beyond July 2008 were successful. The ARCT contract, albeit with some changes, will continue for another two years.



## PSYCHOLOGICAL TEST CENTRE (PTC)

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

It has been another busy year in the PTC. Once again this year we had trade stands at the major New Zealand conferences including the New Zealand Psychological Society Conference and the Human Resource Institute Conference. These provided a great opportunity to meet with many of our customers and to showcase new products.

The work of redeveloping and updating our test catalogues was a big task in 2007–2008. By the end of the fourth quarter, four catalogues were ready for the printer, covering the major areas in which we supply test products: Psychological, Educational, Human Resources, and Myers-Briggs Type Indicator (MBTI). These catalogues were to be sent out to all registered customers in early August 2008.

The MBTI continues to play an important role in the PTC business, with sales growing. An important development for the PTC in the coming year is the responsibility for running the MBTI training in New Zealand. In the past, PTC has been the sole distributor of the test resources but qualification training has

been run through another provider. The publishers have decided that PTC should be the one point of call for the MBTI product in New Zealand. This provides the opportunity for us to gain additional revenue from the training and also ensure that the training is provided to the highest standard.

Work began on the redevelopment of our customer database, with the aim of providing more accessible information on our customers. It is due to be completed in 2008–2009.

The Teacher Workplace Survey, which was developed in conjunction with the Assessment Design and Reporting team, was completed by the fourth quarter and due to be operational early in 2008–2009. After schools have completed the questionnaire, national statistics will be generated so that reporting can be produced giving national comparisons.

Looking ahead to late 2008–2009, the next major project for the PTC is the development of a stand-alone PTC homepage on the NZCER website. This is an important project to provide a face for the PTC within the NZCER framework. Increasingly our clients want to interact with us through the Web and the development of this homepage will be a major step towards meeting this need.



# TEACHING AND LEARNING RESEARCH INITIATIVE (TLRI)

Teaching and Learning Research Initiative (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. In 2007–2008 NZCER felt TLRI was entering its second stage of development, and that it was time for a stocktake and a strategic look at future directions. University of Canterbury Associate Professor of Education Alison Gilmore was commissioned to conduct a review, and she made a number of recommendations. Drawing on these, and

the experience of the co-ordination team, a number of changes were made.

To ensure the TLRI research builds on existing work, and addresses priority areas, this year's applicants were provided with information about all current and previous TLRI projects. The views of senior educators about current research priorities were also included. In addition, we made changes to the reporting requirements to ensure the products of the research were more explicitly useful for practitioners.

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 IN PROGRESS AT JUNE 2008

Details of all our ongoing research projects are available in the research section on our website, [www.nzcer.org.nz](http://www.nzcer.org.nz). Research completed in 2007–2008 is listed on pages 14–15.

### RESEARCH IN DEVELOPMENT

Researchers are always working on a number of ideas. Some will grow into fully-fledged projects, others may end up as a teaching resource, or lead to the development of a service that we think meets a need.

During the year our research in development about teachers' work led to the planning to two linked projects. One aims to explore some of the challenges and issues in the transformative implementation of the new curriculum, and how teachers might be supported to do this. The other will investigate the general dispositions, qualities, or attributes needed by teachers to work successfully with 21st century learners.

Building on this idea, we also began work on a web-based initiative. Our idea here was to connect thinking, generate knowledge, build new partnerships, and develop innovations related to the question: how can educators conditioned by 20th century thinking and structures understand and meet the needs of learners in the 21st century?

Partnerships in learning were another strand of our research in development. We are interested in contributing new insights into how key players in the lives of young people—parents, families, and teachers—can work together to support learning.

We've done a lot of thinking about student engagement, and also the factors that make for a good working environment for teachers. Out of this thinking emerged the idea for two new tools, a teacher workplace survey, and a student engagement survey aimed at Years 7 to 10 students. Both products were well into development by the end of the year, with the release planned for the third school term in 2008.



# RESEARCH PROJECTS COMPLETED 2007–2008

## EVALUATION OF LIFE EDUCATION

### Sally Boyd

The study evaluated the programmes delivered by Life Education. Life Education is a resource for schools that is intended to align with the Health and Physical Education curriculum. It operates on an invitational basis and has around 40 mobile classrooms. An educator, who is a registered teacher, is trained to deliver programmes to class groups of students. Life Education offers 19 modules about self-esteem, social relationships, body systems, food and nutrition, and substances (such as alcohol and drugs). This evaluation aimed to provide information about why and how schools are using Life Education resources and programmes; the short-term outcomes for students and schools; and how Life Education practice compares to current views about health education and promotion in schools.

We undertook the study in 2007–2008, with two phases. In Phase 1 we conducted interviews, a literature review about current practice in health education and promotion, and explored how five schools used Life Education. The understandings gained from these activities informed Phase 2 of the project, which was a survey of primary schools conducted in early 2008.

## EVALUATION OF THE CAS PROJECT

### Alex Neill and Teresa Maguire

The CAS project aimed to improve teaching and learning in mathematics through the use of CAS technology in classrooms. The pilot evaluation was jointly funded by the Ministry of Education and the New Zealand Qualifications Authority. The purpose of this research was to

monitor and evaluate the effectiveness of the CAS Pilot Programme in 2006–2007. It followed on from our 2005 evaluation of the project. The pilot involved two Year 9 and two Year 10 mathematics classes in each of the six schools in New Zealand that started in the project in 2005. It also involved an additional 16 schools, each with two Year 9 classes, in 2006–2007. We aimed to help the ministry determine the changes brought about by the professional support provided to the pilot schools. Indicators of effectiveness include changes in teacher roles or practice, changes in student attitudes and motivation towards mathematics, and changes in student learning and/or achievement. We conducted interviews with teachers, and with focus groups of students who were involved in the pilot. We also performed lesson observations, administered pre- and post-questionnaires on teachers, and took baseline and follow-up tests of students' mathematical knowledge and skills in mathematics as well as their attitudes towards mathematics. The ministry published the full report online on *Education Counts*.

## HOME–SCHOOL PARTNERSHIP: NUMERACY EVALUATION

### Alex Neill and Jonathan Fisher

The Home–School Partnership: Numeracy is a Ministry of Education initiative which aims to develop a partnership between families and schools, with the goal of raising achievement for Pasifika and other bilingual students. It is run by a lead team of teachers and bilingual parents from the community, who are trained by experienced numeracy facilitators to run a series of six sessions for parents and families from their schools. These sessions cover aspects of numeracy and teaching practice, and can be conducted in an appropriate language for the community.

The evaluation sought the views of parents about the programme, and asked them about its impact on their children's attitude and learning of mathematics. We also canvassed facilitators and the lead teachers about the Home–School model, and the interactions between participants and children. We looked at how well the processes of the programme delivered the intended outcomes to parents and families; whether the programme was perceived to have had an impact on students' attitudes and learning of mathematics in and out of school, and how the programme impacted on the partnership between the school and parents and families.

In 2007 three new schools were visited on two separate occasions. This involved observing the community sessions, conducting interviews with the principal and lead team, and having a focus group of parents. A survey for all parents at the school was conducted. Student achievement data was tracked in two of these schools. All schools in the 2007 project received a questionnaire. Two of the 2006 schools were interviewed about how they had built on their Home–School Partnership involvement the year before.

## HOME–SCHOOL PARTNERSHIP: SECONDARY EVALUATION

### Dr Keren Brooking

This project looked at how five secondary schools were implementing the Ministry of Education's Home–School Partnership: Secondary project. Under the project, parents take part in sessions designed to promote understanding of secondary schooling, in order to strengthen students' learning and raise achievement. It's also intended to lead to an exchange of knowledge between home and school, and to strengthen home–school relationships.

The evaluation focused on the delivery of modules in the parent sessions, which covered the transition to secondary school, supporting students' learning, assessment systems, career choices, and career pathways.

We visited the case study schools twice in 2007 as they delivered the modules. On each visit we talked with focus groups of parents, students, teachers, and the lead team, and gathered data on student attendance, engagement, and achievement. We also interviewed school support advisors and managers at regular intervals, as they delivered the training to the lead teams. Principals or lead teachers from pilot schools who did the programme in 2005 were also interviewed by telephone.

## SUCCESSFUL HOME–SCHOOL PARTNERSHIPS

### Ally Bull

This project explored both generic and context specific features of home–school partnerships that lead to improved student outcomes. It did this by focusing on a range of schools that demonstrated successful home–school partnerships, and by examining examples from the international literature. This enabled the research team to investigate further the key elements for success established so far, how the key elements might work together differently in different school settings, and the factors that are important in developing and sustaining successful home–school partnerships, including any barriers that successful schools have had to work their way through. The project came up with descriptions of effective home–school partnerships that will be useful for policy makers and that could inspire and encourage other practitioners.

## CAREER GUIDANCE SYSTEMS IN NEW ZEALAND SECONDARY SCHOOLS

### Dr Karen Vaughan and Ben Gardiner

The overall aim of this research for the Ministry of Education was to contribute insights that would guide and support decisions about the direction, focus, and resourcing of careers education in New Zealand schools. It forms one part of the "Education Employment Linkages" (EEL)

collaboration between NZCER, Lincoln University, and Victoria University of Wellington, funded from 2007–2012 by the Foundation for Research, Science and Technology. EEL aims to answer the question: How can formal support systems best help young New Zealanders to match education choices and employment outcomes to benefit themselves, their communities, and the national economy? The survey highlighted some divergences within the collective views of careers staff, and between those views and careers education policy documents. The findings suggest that the Ministry of Education rewrite its careers guidance handbook and National Administration Guideline 1.6 for internal consistency, and to support emerging priorities beyond the limited vocational guidance and information provision models currently used in so many schools.



# LECTURES AND PRESENTATIONS

- Baker, R., & Garvey Berger, J. (2007). *Building researcher capability and capacity through the TLRI?* Presentation at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Bolstad, R. (2008). *21st century learning: What is it? What's it got to do with E4E?* Presentation to ECSA/E4E key stakeholders workshop, James Cook Hotel, Wellington, 14 March.
- Boyd, S. (2007). *Taking a bite of the apple. Initial findings from the evaluation of Fruit in Schools.* Presentation to the Wellington Fruit in Schools Cluster group, Johnsonville Community Hall, Wellington, 17 August.
- Boyd, S., & King, J. (2007). *Taking a bite of the apple. Findings from the Healthy Futures evaluation.* Presentation to the Fruit in Schools/Health Promoting School hui, Waipuna Lodge, Auckland, 6 September.
- Boyd, S., & Watson, V. (2007). *Exploring the key competencies: What's new?* Presentation to professional development day, Corinna School, Porirua, 24 September.
- Boyd, S., & Roberts, J. (2007). *Learning by doing, or doing what you're told?* Paper presented at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Boyd, S. (2007). *Healthy Futures: Recommendations about sustainability.* Presentation to the Fruit in Schools Reference Group, Ministry of Health, Wellington, 17 December.
- Boyd, S., & King, J. (2008). *Sustaining the momentum of Fruit in Schools. Key findings from the 2007 Healthy Futures evaluation of FIS.* Presentation at the Fruit in Schools national hui, West Plaza Hotel, Wellington, 5 May.
- Boyd, S., Fisher, J., & Brooking, K. (2008). *A spotlight on Life Education.* Presentation to Life Education Trust staff and board members, Thorndon Quay, Wellington, 12 June.
- Brooking, K., & Roberts, J. (2007). *Effectiveness of the Home–School Partnership: Literacy Programme.* Paper presented at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Brooking, K. (2008). *Home–School Partnerships: Literacy.* Presentation to School Support Services Leading and Managing Advisers (Ministry of Education seminar), 6 March.
- Brooking, K. (2008). *Secondary Home–School Partnerships.* Presentation to School Support Services ESOL advisers, Ministry of Education, Wellington, 3 April.
- Brooking, K., & Gardiner, B. (2008). *Alternative education student voice.* Presentation to Ministry of Education officials workshop, Ministry of Education, Wellington, 27 June.
- Bull, A. (2007). *Literacy and science: Using the Assessment Resource Banks.* Workshop at Biolive, Wellington, 1–4 July.
- Bull, A. (2007). *Developing key competencies through the science curriculum.* Presentation at ASERA, 11–14 July, Fremantle.
- Bull, A. (2007). *Key competencies: How might they make a difference?* Presentation to the Canterbury Principals' Association, Hamner, 11 September.
- Bull, A. (2007). *Key competencies: How might they make a difference?* Presentation to The Correspondence School, Wellington, 28 November.
- Bull, A., & Gilbert, J. (2007). *Student movement and schools—what are the issues?* Paper presented at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Bull, A. (2008). *Key competencies: How might they make a difference?* Presentation to The University of Auckland Faculty of Education, Auckland, 14 February.
- Bull, A. (2008). *Home–school partnerships: Why have them?* Presentation to the HSP Framework Literacy Focus National Meeting, Wellington, 6 March.

- Bull, A., Brooking, K., & Campbell, R. (2008). *Successful home–school partnerships*. Presentation to the Ministry of Education, Wellington, 12 March.
- Bull, A. (2008). *Kick Starts: Key competencies and the water cycle*. Presentation to SERS, Wellington, 10 April.
- Cameron, M., Garvey Berger, J., Lovett, S., & Baker, R. (2007). *Early career teachers' opportunities for professional learning: Impacts on teaching practice, job satisfaction, motivation, and career decisions*. Paper presented at the BERA annual conference, 5–8 September, Institute of Education, London.
- Cameron, M., Lovett, S., & Garvey Berger, J. (2007). "Share, consolidate, breathe": *The fifth year in the classroom*. Paper presented at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Cooper, G. (2007). *Ka whai niho rānei te kaupapa o te kura kaupapa Māori, kāore rā nei?* Presentation to Masters of Education class, Te Wānanga o Raukawa, Ōtaki, July.
- Cooper, G. (2007). *Research methodologies*. Presentation to Masters of Education class, Te Wānanga o Raukawa, Ōtaki, September.
- Cooper, G. (2007). *The positioning of Māori knowledge in kura kaupapa Māori*. Indigenous Studies Indigenous Knowledge conference, 11–13 July, University of Technology, Sydney.
- Cooper, G. W. (2008). *Māui, Tawhaki, kaupapa Māori and "progress"?* Presentation to the NZCER conference 2008, 13 March, Holiday Inn, Wellington.
- Cosslett, G. (2008). *Making the most of PAT data*. Presentation to the Numeracy Leaders conference, Wellington College of Education, Wellington, 18 March.
- Cosslett, G. (2008). *Making the most of PAT data*. Presentation to the Eastern Suburb Schools, Lyall Bay School, Wellington, 27 May.
- Cosslett, G. (2008). *Making the most of PAT: Mathematics*. Presentation to the Wairarapa Numeracy Lead Teachers day, REAP House, Masterton, 1 April.
- Darr, C., & McDowall, S. (2007). *The new PAT: Reading*. Presentation at the ATOL national seminar, James Cook Hotel, Wellington, 25 September.
- Darr, C. (2008). *Making use of NZCER assessment tools*. Presentation to the Papakura Schooling Improvement Cluster, Papakura High School, Papakura, 15 May.
- Darr, C. (2008). *Understanding cluster-wide PAT data*. Presentation to the PEAK School Cluster, Haumoana School, Haumoana, Hawke's Bay, 26 June.
- Darr, C., & Cosslett, G. (2008). *NZCER Marking*. Presentation to staff of Northcote Intermediate, Northcote Intermediate, Auckland, 19 February.
- Darr, C., & Cosslett, G. (2008). *The NZCER Marking website and the new PAT: Reading*. Presentation to curriculum facilitators at Learning Media, Learning Media Ltd, Wellington, 14 March.
- Darr, C., & McDowall, S. (2007). *PAT: Reading*. Presentation to the Literacy Professional Development Project facilitators and Ministry of Education, Brentwood Hotel, Wellington, 11 December.
- Darr, C., & McDowall, S. (2008). *Measuring progress using a standardised test: Dilemmas and possibilities*. Presentation at the New Zealand Council for Educational Research conference, 13 March, Holiday Inn, Wellington.
- Eames, C., Roberts, J., & Cooper, G. (2008). *Education for Sustainability Evaluation Contract*. Presentation to the Education for Sustainability Reference Group meeting, Brentwood Hotel, Wellington, 27 June.
- Ferral, H., & Watson, V. (2008). *Talking about tools for teaching and learning: The new PAT: Reading and NZCER Marking service*. Presentation to the Wainuiomata Schools Cluster, Wainuiomata Primary School, Wainuiomata, 16 April and Education Review Office, Wellington, 22 April.
- Fisher, J. (2008). *Evaluation of the Home–School Partnership: Numeracy*. Presentation to the HSPN facilitators at the HSPN conference, 7 March, Auckland.
- Fisher, J. (2008). *Evaluation of the Home–School Partnership: Numeracy*. Presentation to the Numeracy Reference Group, Wellington, 11 March.
- Fisher, J. (2008). *Exploring the Maths ARBs*. Presentation at the Numeracy Lead teacher symposium, University of Auckland, 10–11 April, Auckland.
- Fisher, J., & Neill, A. (2007). *Concept maps for fractions & algebraic thinking on the ARBs*. Workshop presented to the NZ Association of Mathematics Teachers conference, 25–29 September, Auckland.
- Fisher, J., & Neill, A. (2007). *Exploratory study of the Home–School Partnership: Numeracy*. Plenary presentation to Lead Teacher day, Wellington, 18 August.
- Garvey Berger, J., & Baker, R. (2008). *Developing new knowledge and practice through teacher–researcher partnerships? ICSEI (International Congress on Schooling Effectiveness & Improvement) conference, 6–9 January, Auckland.*
- Gilbert, J. (2007). *Connectedness in Youth: The NZCER subproject*. Presentation to the Connectedness in Youth Project open day, Memorial Theatre, Victoria University of Wellington, Wellington, 4 October.
- Gilbert, J. (2007). *Knowledge workers? Teachers' and students' work in the schools of the future*. Keynote address to the Otaki-Kapiti Principals' Cluster retreat, Martinborough Hotel, Martinborough, 8 November.
- Gilbert, J. (2007). *Knowledge, the disciplines, and learning in the digital age*. Keynote address at the annual professional development day of the Kapiti-Otaki ICT Cluster, Paraparaumu College, 7 July.
- Gilbert, J. (2007). *Teachers as 21st century learners? Building capacity for a transformative education system*. Keynote address to the Waikato School Advisors' professional development hui, Wairākei Resort Hotel, Wairākei, 10 December.
- Gilbert, J. (2007). *Teaching and learning for equity in a 21st century education system*. Keynote address to the Ministry of Education Pasifika Education fono, WelTec, Petone, 27 October.

- Gilbert, J. (2007). *The Youth Connectedness Project: Interviews and digital stories*. Paper presented to the 6th Australia and New Zealand Youth Health conference, 23–26 September, Grand Chancellor Hotel, Christchurch.
- Gilbert, J. (2007). *Knowledge workers? Teachers' work in the schools of the future*. Keynote address and workshop to the annual conference of the National Association of Secondary Deputy and Associate Principals, 22–24 August, Rutherford Hotel, Nelson.
- Gilbert, J. (2008). *Catching the knowledge wave?: 21st century learning and the new national curriculum*. Presentation to the Island Bay School Teacher–Parent Community, Wellington, 19 March.
- Gilbert, J. (2008). *Catching the knowledge wave?: 21st century learning and the new national curriculum*. Presentation to Epsom Girls' Grammar Parents' Association, Auckland, 12 June.
- Gilbert, J. (2008). *Catching the knowledge wave?: 21st century learning and the new national curriculum*. Presentation to Wellington East Girls' College staff professional development day, Wellington, 25 June.
- Gilbert, J. (2008). *Catching the knowledge wave?: Personalising learning in the 21st century*. Presentation to The Correspondence School staff professional development day, 5 February.
- Gilbert, J. (2008). *Catching the knowledge wave?: The knowledge society and the future of schooling*. Treasury Guest Lecture, Treasury, Wellington, 10 June.
- Gilbert, J. (2008). *Disciplining and drafting or 21st century learning?—Rethinking the senior secondary curriculum for the future*. Presentation to the Wairarapa Secondary Teachers' professional development day, Solway Park Hotel, Masterton, 31 March.
- Gilbert, J. (2008). *Disciplining and drafting, or 21st century learning? Rethinking the senior secondary curriculum for the future*. Presentation to NZQA, Wellington, 8 April.
- Gilbert, J. (2008). *Disciplining and drafting, or 21st century learning? Rethinking the senior secondary curriculum for the future*. Presentation to Hamilton Girls' High School staff professional development day, Hamilton, 13 June.
- Gilbert, J. (2008). *Disciplining and drafting, or 21st century learning? Rethinking the senior secondary curriculum for the future*. Presentation to Waikato Diocesan School for Girls staff, Hamilton, 18 June.
- Gilbert, J. (2008). *Knowledge workers? Teachers, students, and learning in the schools of the future*. Presentation to the Rangi Ruru School staff professional development day, 28 January.
- Gilbert, J. (2008). *Progress in 21st century education?* Presentation to the NZCER conference, Holiday Inn, Wellington, 13 March.
- Gilbert, J. (2008). *Teachers as 21st century learners: Building capacity for a transformative education system*. Presentation to the Waikato branch of the New Zealand Educational Administration and Leadership Society, Hamilton, 18 June.
- Gilbert, J., Calvert, S., & Cooper, G., with Gardiner, B. (2007). *Using interviews and digital storytelling to complement survey data: Early findings from the Connectedness in Youth Project*. Paper presented at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Hipkins, R. (2007). Co-presenter at pre-U Learn conference workshop, *Curriculum Bungy*, Auckland, 2 October.
- Hipkins, R. (2007). *Effective teaching in the knowledge era*. One-day workshop for Wintec tutors, Hamilton, 7 September.
- Hipkins, R. (2007). *Exploring the new curriculum: Taking your staff on the journey*. Presentation to secondary school senior managers, Waitangi, 25 October.
- Hipkins, R. (2007). *Key competencies in biology: Reflections on the role of "content" in learning*. Keynote address to the Biolive conference, 1–4 July, Wellington.
- Hipkins, R. (2007). *Key competencies in the revised curriculum: Are they really something new?* Presentation to Wykehamist Cluster meeting, Palmerston North, 5 September.
- Hipkins, R. (2007). *Key competencies: Do teachers need to develop them too?* Presentation to Beginning Teachers professional development seminar, Auckland, 6 September.
- Hipkins, R. (2007). *Teaching for sustainability: A curriculum perspective*. Presentation to the Teaching for Sustainability conference, 22 November, Wellington.
- Hipkins, R. (2007). *The NCEA as a "lightning rod" in a time of rapid change*. Presentation at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Hipkins, R. (2007). *The New Zealand Curriculum: Repackaging the old or creating the new?* Presentation to Principals' Professional Learning Contract, Wellington, 26 July.
- Hipkins, R. (2007). *The revised curriculum: Implications for science teaching?* Presentation at Central Northland Teachers of Science (CENTOS) meeting, Whāngārei, 23 October.
- Hipkins, R. (2007). *Using the key competencies: Rationale, practicalities, and issues*. Workshop for school leaders and Tai Tokerau Education Centre advisers, Waitangi, 25 October.
- Hipkins, R. (2007). *What can the key competencies contribute to assessment for learning?* Presentation to U Learn conference, 3 October, Auckland.
- Hipkins, R. (2007). *What does it mean to be a "twenty-first century learner"?* Talk to students at the Secondary Sight conference, 8 September, Wellington.
- Hipkins, R. (2007). *NCEA and the new curriculum*. Presentation to the BOPPA/CNIPPA Principals' conference, August, Wairākei, 23 August.
- Hipkins, R. (2008). *Aligning the curriculum and the NCEA: A response to future-focused challenges to secondary schooling*. Presentation to the Wairarapa Secondary Schools conference, Masterton, 31 March.
- Hipkins, R. (2008). *Aligning the curriculum and the NCEA: Implications for subjects in the senior secondary school*. Presentation to PPTA Subject Association workshop, Auckland, 21 April.

- Hipkins, R. (2008). *High standards and curriculum directions: Challenges for ongoing professional learning*. Opening keynote address to Mid Bays EHSAS Cluster professional learning day, Albany, 30 May.
- Hipkins, R. (2008). *Implementing the new curriculum at Pakuranga College*. Presentation to staff at Pakuranga College, Auckland, 15 February.
- Hipkins, R. (2008). *Inquiry learning and key competencies: Perfect match or problematic partners?* Invited speaker at CORE Education's inaugural breakfast meeting, Wellington, 20 June.
- Hipkins, R. (2008). *Key competencies as a tool for reframing disciplinary learning*. Workshop at Mid Bays EHSAS Cluster professional learning day, Albany, 30 May.
- Hipkins, R. (2008). *Key competencies in action: Reflections on curriculum change*. Half-day workshop with School Support Advisers, Victoria University of Wellington, 9 May.
- Hipkins, R. (2008). *Key competencies in the New Zealand curriculum: What, how, and why now?* Presentation to Nelson Schools' Cluster, Nelson, 29 January.
- Hipkins, R. (2008). *Leading for curriculum change*. Presentation, shared with two primary school principals, to the Wellington Region Primary Principals' Association (WRPPA) conference, 3 April, Wellington.
- Hipkins, R. (2008). *Learning for an unpredictable future*. Closing keynote address at the PPTA's biennial professional conference, 19 April, Auckland.
- Hipkins, R. (2008). *Looking at learning with "new eyes"*. Presentation at the launch of the Westhaven EHSAS Cluster, Auckland, 18 February.
- Hipkins, R. (2008). *My thoughts on aligning the curriculum and the NCEA*. Presentation to the NZQA/NCEA Advisory Group, 20 March.
- Hipkins, R. (2008). *My thoughts on aligning the curriculum and the NCEA*. Presentation to NZQA staff symposium, Wellington, 22 April.
- Hipkins, R. (2008). *Reflections on student "research" as a learning activity*. Full-day workshop with EHSAS Information Literacy Cluster, Milton, 15 May.
- Hipkins, R. (2008). *The relationship between key competencies and "content" in the science curriculum*. Presentation to the Science Education Research Symposium (SERS), Wellington, 11 April.
- Hipkins, R. (2008). *The revised curriculum: Background, directions, and implications for science education*. Workshop with Central Association of Science Educators (CASE), Palmerston North, 12 June.
- Hipkins, R. (2008). *The revised curriculum: On, between, and beyond the lines*. Workshop with Auckland senior secondary school leaders, 7 March.
- Hipkins, R. (2008). *The spirit of the new curriculum*. Presentation to the AtoL conference, Auckland, 14 February.
- Hipkins, R. (2008). *Thoughts on challenges for implementing The New Zealand Curriculum in secondary schools*. Presentation to Morrinsville, Te Aroha, and Paeroa Colleges, 1 February.
- Hipkins, R., & Bull, A. (2007). *Teaching and learning that could help develop systems thinking*. Presentation at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Joyce, C. (2007). *Formative assessment and the Assessment Resource Banks*. Presentation to the AtoL seminar, Wellington, 26 September.
- Joyce, C. (2007). *The new science curriculum: How will it impact on the way we teach primary science?* Presentation to Canterbury primary science teachers, University of Canterbury, Christchurch, 21 November.
- Joyce, C. (2008). *The Assessment Resource Banks: An introduction for new facilitators*. Presentation to the AtoL hui, Waipuna conference centre, 15 February.
- Joyce, C. (2008). *Understanding the water cycle*. Presentation to the Science Education Research Seminar, Victoria University of Wellington, Wellington, 11 April.
- MacDonald, J., Nesbit, S. (Ministry of Education), & Mitchell, L. (2007). *Evaluating the ECE Strategic Plan: Answering evaluative questions with evaluative answers*. Paper presented at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Maguire, T. (2008). *Exploring the Maths ARBs*. Workshop presented at the Victoria University of Wellington College of Education Numeracy Leaders' conference day, Wellington, 18 March.
- Maguire, T., & Neill, A. (2007). *Algebraic thinking—our journey to a concept map*. Presentation to the Numeracy Project Futures Group, Wellington, 21 June.
- Maguire, T., & Neill, A. (2007). *Algebraic thinking—our journey to a concept map*. Presentation to the Secondary Numeracy Programme Regional Coordinators' meeting, Wellington, 18 July.
- Maguire, T., Fisher, J., & Neill, A. (2007). *Concept maps for fractions & algebraic thinking on the ARBs*. Two workshops presented to Lead Teacher day, Wellington, 21 August.
- McDowall S., & Darr, C. (2007). *The new PAT: Reading*. Presentation at the Secondary Literacy Project national hui, Copthorne Hotel, Wellington, 26 September.
- McDowall, S. (2007). *Reading Recovery in New Zealand: Uptake, implementation, and outcomes*. Keynote address at the Sixth International Reading Recovery Institute, Hyatt Regency Hotel, Baltimore, 11 July.
- McDowall, S. (2007). *Exploring the key competencies in relation to multiple literacies*. Presentation to the Multiple Literacies Working Party, Wellington, 17 December.
- McDowall, S., & Darr, C. (2007). *PAT: Reading*. Presentation to AtoL advisers and other literacy professionals, Learning Media Ltd, Wellington, 9 November.
- McDowall, S., Cameron, M., & Gilmore, A. (2007). *Intersecting webs of learning: Factors contributing to improving student achievement*. Presentation at the NZARE conference, 5–7 December, University of Canterbury, Christchurch.
- Mitchell, L. (2007). *Issues for early childhood education*. Presentation to the New Zealand Childcare Association Te Tari Puna Ora o Aotearoa Council, Wellington, 14 September.
- Mitchell, L. (2007). *Outcomes of early childhood education and the nature of service provision*. Paper presented to the Early Childhood convention, Rotorua, 27 September.

- Mitchell, L. (2007). *Strengthening approaches to working in partnership with parents in New Zealand early childhood settings*. Keynote paper presented at the “Involving Parents in their Children’s Learning: Sustaining and Deepening Engagement” international conference, 17 November, Pen Green Research Development and Training Base and Leadership Centre, Corby, England.
- Mitchell, L. (2007). Interview with Emily Lambert, Forbes Magazine on for-profit and community-based early childhood provision, August.
- Mitchell, L. (2008). *Forging collaborative relationships in early childhood education*. Workshop presented to the K-2 conference, 12 April, Melbourne.
- Mitchell, L. (2008). *Markets and provision of early childhood education and care*. Presentation to the Quality Public Early Childhood Education meeting, 18 April.
- Mitchell, L. (2008). *Pedagogical approaches in the early years. Quality outcomes for children and empowered families*. Keynote address to the K-2 conference, 12 April, Melbourne.
- Mitchell, L. (2008). Presentation on outcomes of early childhood education to OMEP, Wellington, 16 June.
- Mitchell, L., & MacDonald, J. (2008). *Evaluating the ECE strategic plan. The use of rubrics in a complex evaluation*. Paper presented at the ANZEA conference, 14 July, Rotorua.
- Neill, A. (2007). *Our journey to concept maps*. Presentation to VUW Numeracy facilitator training day, Victoria University of Wellington, 1 November.
- Neill, A. (2007). *PAT: Mathematics*. Workshop presented to the New Zealand Association of Mathematics Teachers conference, 25–29 September, Auckland.
- Neill, A. (2007). *Teaching, technology, and transformations: Interim findings from the CAS Hand-held Calculator Pilot*. Workshop presented to the New Zealand Association of Mathematics Teachers conference, 25–29 September, Auckland.
- Neill, A., & Brunning, D. (2007). *Statistical shifts and the curriculum*. Workshop presented at the New Zealand Association of Mathematics Teachers conference, 25-29 September, Auckland.
- Neill, A., & Fisher, J. (2008). *Evaluation of the Home–School Partnership Numeracy*. Workshop presented at the National Numeracy conference, 18 February, Auckland.
- Neill, A., & Maguire, T. (2008). *NZCER teaching, technology, and transformation: Further findings from the CAS pilot project for hand-held calculators*. Workshop presented at the National Numeracy conference, 19 February, Auckland.
- Neill, A., Maguire, T., & Fisher, J. (2008). *Exploring concepts in algebraic patterning, and in basic facts*. Workshop presented at the National Numeracy conference, 19 February, Auckland.
- Neill, A., Maguire, T., & Fisher, J. (2008). *Unpacking student understanding and developing useful information for teachers*. Workshop presented at the National Numeracy conference, 20 February, Auckland.
- Roberts, J. (2007). *The E4E journey so far: Interim evaluation findings for the West Coast Cluster*. Presentation to the West Coast Development Trust, Greymouth, 23 October.
- Roberts, J. (2008). *E4E evaluation: Feeding back to look forwards*. Presentation to the E4E induction day, Kingsgate Hotel, Greymouth, 27 February.
- Roberts, J. (2008). *Enterprising and future-focused? Regional E4E clusters evaluation snapshot*. Presentation to the ECSA/E4E Key Stakeholders, James Cook Hotel, Wellington, 13 March.
- Roberts, J. (2008). *Enterprising and future-focused? Regional E4E clusters evaluation and 21st century learning*. Presentation to the Nelson regional E4E cluster, Monako Resort Hotel, Nelson, 13 May.
- Roberts, J. (2008). *Enterprising and future-focused? Regional E4E clusters evaluation and 21st century learning*. Presentation to the Manukau and Northland Cluster, Manurewa RSA, 29 May.
- Roberts, J., & Boyd, S. (2008). *Evaluation: What’s it all about?* Workshop presented to ECSA/E4E Key Stakeholders, James Cook Hotel, Wellington, 14 March.
- Roberts, J., & McDowall, S. (2007). *E4E evaluation: Preliminary findings*. Presentation to the Annual E4E Key Stakeholders’ meeting, Wellington, 7 December.
- Roberts, J., & McDowall, S. (2007). *Education for Enterprise surveys: Interim analysis*. Presentation to the Regional Co-ordinators’ hui, New Zealand Trade and Enterprise, Wellington, 8 August.
- Roberts, J., McDowall, S., & Bolstad, R. (2008). *Focused on feedback: Evaluation of the E4E Regional Clusters*. Presentation to ECSA/E4E Key Stakeholders, James Cook Hotel, Wellington, 14 March.
- Roberts, J., with Bolstad, R., & Gilbert, J. (2008). *21st century learning: Education to meet a shifting society*. Presentation to the Multiple Literacies Working Group, James Cook Hotel, Wellington, 12 June.
- Roberts, J., with Boyd, S. (2008). *What is evaluation and how might it help us understand what works?* Workshop presented to Waimea College staff, Nelson, 13 May.
- Simonsen, Y., Blake, M., Haggerty, M., & Mitchell, L. *Investigating multiple literacies at Wadestown Kindergarten*. Paper presented to the Early Childhood convention, 23–28 September, Rotorua.
- Twist, J., & Watson, V. (2007). *The Assessment Resource Banks: The thinking behind what’s new on the English Bank*. Workshop presented at Wainuiomata Literacy Symposium, Wainuiomata, 7 September.
- Vaughan, K. (2007). *Youth in transition: New priorities & perspectives in a changing landscape*. Presentation and workshop for Career Services Northland Careers Day and launch of NorthCATE, Whangarei, 20 September. Also recorded for web cast.
- Vaughan, K. (2007). *Findings from the Careers Education in New Zealand Schools project*. Presentation to STAR regional co-ordinators and Ministry of Education staff, Wellington, 28 August. Also recorded for web cast release, 8 October.

- Watson, V. (2007). *NZCER assessment tools: Developments and analysis and reporting opportunities*. Presentation to Levin Principals, Horowhenua College, Levin, 17 September.
- Watson, V. (2008). *Explaining the new PAT: Reading tests*. Presentation to School Literacy Facilitators, Wainuiomata Schools Cluster, Wainuiomata Primary School, Hutt City, 16 April.
- Watson, V. (2008). *Explaining the new PAT: Reading*. Presentation for AtoL providers to School Literacy Facilitators, Point Chevalier Schools Cluster, Point Chevalier School, Auckland, 15 May.
- Watson, V. (2008). *Explaining the new PAT: Reading*. Presentation to teachers, school management, and assessment staff, Tai Tokerau Reading Association conference, 24 May, Kamo Intermediate, Whāngārei.
- Watson, V. (2008). *NZCER assessment tools: Using them effectively*. Presentation for AtoL providers to teachers, school management, and assessment staff, Ōtūmoetai, Tauranga, 23 May.
- Watson, V. (2008). *The NZCER Assessment Resource Banks: What's new on the English Bank*. Presentation for AtoL providers to School Literacy Facilitators, Point Chevalier Schools Cluster, Point Chevalier School, Auckland, 15 May.
- Watson, V. (2008). *The NZCER Assessment Resource Banks: What's new on the English Bank*. Presentation to teachers, Tai Tokerau Reading Association conference, Kamo Intermediate, Whangarei, 24 May.
- Watson, V., & Cosslett, G. (2008). *The new PAT: Reading and NZCER Marking Service: Making the most from your data*. Presentation to teachers, school management, and assessment staff, Ōtūmoetai Schools Cluster, Ōtūmoetai College, Tauranga, 26 June.
- Watson, V., & Ferral, H. (2007). *Talking about tools for teaching and learning: The new PAT: Reading and NZCER Marking service*. Presentation to national hui of Ministry of Education Literacy Development Officers, Wellington, 12 November.
- Watson, V., & Ferral, H. (2008). *Explaining the new PAT: Reading tests*. Presentation to Regional ERO Officers, Wellington Education Review Office, Wellington, 22 April.
- Wylie, C. (2007). *Can we have a 21st century education based on a confederation of chiefs?* Talk for Canterbury branch of NZEALS (NZ Educational Administration and Leadership Society), Christchurch, 13 November.
- Wylie, C. (2007). *How do we go forward?* Presentation to National Leadership hui, Wellington, August.
- Wylie, C. (2007). *How primary teachers make a real difference*. Presentation to Moving On conference for education graduates, University of Canterbury, Christchurch, 14 November.
- Wylie, C. (2007). *What can New Zealand learn from Edmonton?* Presentation to NZCER invitational seminar, Wellington, 25 October.
- Wylie, C. (2008). *Challenges for New Zealand education*. Presentation to Federation of University Women, Lower Hutt, 14 April.
- Wylie, C. (2008). *Can we have a 21st century education based on a confederation of chiefs?* Presentation to PPTA workshop, Wellington, 1 March.
- Wylie, C. (2008). *Challenges for NZPF executive*. Presentation to NZ Principals' Federation executive, Wellington, 3 April.
- Wylie, C. (2008). *Developing a systematic approach to learning leadership in New Zealand education*. Presentation to Ministry of Education External Policy Group meeting, Wellington, 26 May.
- Wylie, C. (2008). Discussant for Motu seminar: *Monetary incentives for students and teachers in schools: Experimental evidence and policy implications*. Presented by Victor Lavy, Hebrew University of Jerusalem, Wellington, 29 January.
- Wylie, C. (2008). *How can the Ministry of Education lead?* Address to Southern Region, Presentation to Ministry of Education, annual meeting, Ashburton, 21 May.
- Wylie, C. (2008). *Learning leadership and principal wellbeing*. Ministry of Education Leadership Advisory Group, Wellington, 26 June.
- Wylie, C. (2008). Panel contribution to ICSEI conference panel on "How schooling effectiveness, schooling improvement research, and policy might inform practice for 21st century learning and schooling." ICSEI (International Congress on Schooling Effectiveness & Improvement) conference, 6–9 January, Auckland.
- Wylie, C. (2008). *Principal wellbeing and stress in 2007—are we seeing any changes yet?* Presentation to NZPF Principal wellbeing/hauora hui, Wellington, 16 June.
- Wylie, C. (2008). *Self-managing schools can't do it on their own—what we have learnt in New Zealand*. Japanese Association for the Study of Education Administration symposium, Nagoya, Japan, 7 June.
- Wylie, C., & Dingle, R. (2008). *Building Evaluative Capability in Schooling Improvement—outline for clusters*. Porirua, 11 April, Waitara, 15 April, Porirua, 8 May and 28 May.
- Wylie, C., & Dingle, R. (2008). *Building Evaluative Capability in Schooling Improvement—outline for professional development providers*, Learning Media Ltd, Wellington, 6 May.
- Wylie, C., & Hodgen, E. (2007). *Patterns of Māori progress in the Competent Learners study*. Presentation to Ministry of Education seminar on Ethnicity and Attainment, July.
- Wylie, C., Hipkins, R., & Hodgen, E. (2007). *Challenges for secondary school provision. Findings from Competent Learners age-16 phase*. Seminar for Ministry of Education, 21 November.
- Wylie, C., with Timperley, H., & Parr, J. (2008). *Introducing the Building Evaluative Capability in Schooling Improvement project*. Seminar for Ministry of Education Schooling Improvement Group, Wellington, 14 February.



## SELECTED ADVISORY

- Boyd, S. (2007). Member of Financial Education Stocktake Reference Group.
- Bull, A. (2007). Member of the Special Needs Exemplars Reference Group, September.
- Darr, C. (2008). Member of Adult Numeracy and Literacy Assessment Tool Reference Group, February, March.
- Hipkins, R. (2007). Meeting of reference group for Ministry of Education review of National Assessment Strategy.
- Hipkins, R. (2008). Meeting of Ministry of Education advisory group for Evaluation of Curriculum Implementation research, 12 March.
- Hipkins, R. (2008). Meeting of NZQA advisory group for NQF/NCEA Standards Review, 20 March.
- Hipkins, R. (2008). Meeting of advisory group for Ministry of Education Assessment Framework Review, 27 March.
- Hipkins, R. (2008). Meeting of NZQA advisory group for NQF/NCEA Standards Review, Wellington, 14 April.
- Hipkins, R. (2008). Meeting with foundation senior management team for the Albany Senior High School, Auckland, 17 April.
- Hipkins, R. (2008). Meeting with foundation senior management team for the Albany Senior High School, Auckland, 30 May.
- Hipkins, R. (2008). Meeting of writing group for Ministry of Education Assessment Framework Review, Wellington, 26 June.
- Hipkins, R. (2007). Member of Social Science selection panel for Royal Society Teacher Fellowships for 2008, August.
- Hipkins, R. (2007). Interview with Kate McKegg for Ministry of Education Assessment Strategy Review, August.
- Hipkins, R. (2007). New Zealand representative at OECD seminar: *The National Value of Science Education*, The National Science Learning Centre, University of York, September.
- Joyce, C. (2008). Member of advisory group for Learning Media reviewing the direction of future resources for schools.
- McDowall, S. (2007). Member of Multiple Literacies Working Party, Ministry of Education, Willeston Conference Centre, Wellington, 17 December.
- McDowall, S. (2008). NZEI PIRLS Symposium, Education House, Wellington, 13 May.
- McDowall, S. (2008). Ministry of Education Literacy Reference Group meeting, James Cook Hotel Grand Chancellor, Wellington, 25 June.
- McDowall, S. (2007). Meeting with Ministry of Education regarding Literacy Progressions to support the English curriculum, August.
- McDowall, S. (2007). Meeting with Catherine Compton-Lily, Assistant Professor Curriculum and Instruction, The University of Wisconsin, regarding Reading Recovery and conceptions of diversity, September.

- McDowall, S. (2007). Meeting with Ministry of Education regarding use of reading ages in the Literacy Progressions to support the English curriculum, September.
- McDowall, S. (2007). Member of PISA Steering Group, Ministry of Education, Wellington, 10 October.
- Mitchell, L. (2008). Advice to Anne Heynes and Anne Broome on research to be undertaken by the Families Commission on the impact of 20 hours free early childhood education, 20 March.
- Mitchell, L. (2008). Member of Quality Public Early Childhood Education Group, 18 April.
- Mitchell, L. (2008). Advisory Group for Ōtaki Kindergarten Centre of Innovation, Ōtaki, 1 May.
- Mitchell, L. (2008). Meeting with Brenda Bushouse, Ian Axford Fellow, about free early childhood education, 14 May.
- Mitchell, L. (2008). Ministry of Education Early Childhood Education policy group to discuss researcher engagement, Wellington, 13 June.
- Neill, A. (2008). Convenor of the Education Committee of the New Zealand Statistical Association (ongoing).
- Roberts, J., Boyd, S., & Baker, R. (2008). Meeting with representatives from New Zealand Trade and Enterprise to discuss evaluation approaches, Wellington, 27 June.
- Vaughan, K., & Hipkins, R. (2007). Meeting with Irena Madjar, Senior Research Coordinator, and Seini Jenson, Research Assistant, STARPATH Project for Tertiary Participation and Success, The University of Auckland, Wellington, 24 August.
- Vaughan, K. (2007). Meeting with Damien Banks, Project Advisor for Better Tertiary and Trade Training Decision Making Project, Career Services, Wellington, 17 December.
- Vaughan, K. (2007). Oral examiner for PhD thesis "*Dancing to the music of your heart: Home schooling the school-resistant child*", University of Auckland, 23 November.
- Vaughan, K. (2008). Advised on and peer reviewed Career Services' submission to the Schools Plus scheme, April.
- Vaughan, K. (2008). Advised Career Services' Regional Manager on transition initiatives, April.
- Vaughan, K. (2007). Meeting with Howard Fancy, WelTec, Wellington, 12 November. Wylie, C. Member of Kiwi Leadership for Principals Advisory Group.
- Wylie, C. (2007). Member of BES Educational Leadership Advisory Group final meeting.
- Wylie, C. (2007). Advice to Ministry of Education officials undertaking the governance stocktake.
- Wylie, C. (2007). Advice to Auditor General office officials undertaking an audit of Ministry of Education support to school boards.
- Wylie, C. (2008). Member of Ministry of Education Professional Leadership Strategy External Policy Group, meeting 11 March, Wellington.
- Wylie, C. (2008). Member of Ministry of Education External Policy group, 26 May.
- Wylie, C. (2008). Member of Ministry of Education workshop on strengthening accountability in New Zealand schools, 23 June.



# PUBLICATIONS

## 2007–2008

- Bolstad, R., & Gilbert, J. (2008). *Disciplining and drafting, or 21st century learning? Rethinking the New Zealand senior secondary curriculum for the future*. Wellington: NZCER Press.
- Boyd, S. (2007). Spotlight on improving educational outcomes: An interview with Stuart McNaughton. *set: Research Information for Teachers*, 3, 2–3.
- Boyd, S. (2007). Taking the first step from school. *set: Research Information for Teachers*, 2, 45–49.
- Boyd, S., Dingle, R., Campbell, R., King, J., & Corter, A. (2007). *Taking a bite of the apple: The implementation of Fruit in Schools*. Healthy Futures evaluation report to the Ministry of Health. Wellington: Ministry of Health.
- Brooking, K. (2007). Home–school partnerships: What are they really? *set: Research Information for Teachers*, 3, 14–17.
- Brooking, K. (2007). *Summary of the New Zealand literature on recruitment and retention of school leaders: Issues, challenges, trends, and strategies for succession planning*. Wellington: New Zealand Council for Educational Research.
- Brooking, K. (2008). *Evaluation of the secondary home–school partnerships*. Report prepared for the Ministry of Education. Wellington: Ministry of Education.
- Brooking, K. (2008). *Evaluation of the student well-being mental health education professional development*. Report prepared for the Ministry of Education. Wellington: Ministry of Education.
- Brooking, K. (2008). The future challenge of principal succession in New Zealand primary schools: Implications of quality and gender. *Journal of the Commonwealth Council for Educational Administration & Management*, 36, 41–55.
- Brooking, K., & Gardiner, B. (2007). *Evaluation of secondary home–school partnerships*. Report prepared for the Ministry of Education. Wellington: New Zealand Council for Educational Research.
- Brooking, K., & Roberts, J. (2007). *Evaluation of the Home–School Partnership: Literacy programme*. Report prepared for the Ministry of Education. Wellington: Ministry of Education.
- Bull, A., Hipkins, R., Joyce, C., & McIntyre, B. (2008). *Key competencies: The water cycle: A science journey*. Wellington: NZCER Press.
- Cameron, M. (2007). *Learning to teach. A literature review of induction theory and practice*. Wellington: New Zealand Teachers Council.
- Cameron, M., Dingle, R., & Brooking, K. (2007). *Learning to teach: A survey of provisionally registered teachers in Aotearoa New Zealand*. Wellington: New Zealand Teachers Council.
- Cameron, M., Lovett, S., Garvey Berger, J. (2007). Starting out in teaching: Surviving or thriving as a new teacher. *set: Research Information for Teachers*, 3, 32–37.
- Darr, C. (2007). Getting our heads around percentiles. *set: Research Information for Teachers*, 1, 53.
- Darr, C., & Ferral, H. (2007). Too much testing? Finding the signal amongst the noise. *set: Research Information for Teachers*, 3, 50–51.
- Garvey Berger, J. (2007). Developing the teachers we need for the schools we want. *set: Research Information for Teachers*, 3, 26–29.

- Haggerty, M., Simonsen, Y., Blake, M., & Mitchell, L. (2007). Investigating multiple literacies: Wadestown Kindergarten COI. *Early Childhood Folio*, 11, 15–20.
- Hipkins, R. (2007). Engaging teachers in curriculum change. *Curriculum Matters*, 3, 123–138.
- Hipkins, R. (2007). *Taking the pulse of NCEA: Findings from the NZCER national survey of secondary schools 2006*. Wellington: NZCER Press.
- Hipkins, R. (2007). The revised curriculum in an international context. *New Zealand Science Teacher*, 116, 33–34.
- Hipkins, R., Bull, A., & Joyce, C. (2008). The interplay of context and concepts in primary school children's systems thinking. *Journal of Biological Education*, 42(2), 73–77.
- Hodgen, E. (2007). *Early childhood education and young adult competencies at age 16*. Technical report 2 from the age-16 phase of the longitudinal Competent Children, Competent Learners study. Wellington: Ministry of Education.
- Joyce, C. (2007). *Next steps: Using the Assessment Resource Banks for formative assessment*. Wellington: NZCER Press.
- Joyce, C. (2007). Some musings about the links between formative assessment and the development of key competencies. *set: Research Information for Teachers*, 2, 50–52.
- Maguire, T. (2007). Understanding the Unknown: Looking at algebraic thinking—number properties. *set: Research Information for Teachers*, 3, 4–8.
- McDowall, S., Cameron, C., & Dingle, R., with Gilmore, A., & MacGibbon, L. (2007). *Evaluation of the Literacy Professional Development Project*. Ministry of Education: Wellington.
- Mitchell, L., & Brooking, K. (2007). *First NZCER national survey of early childhood education services: 2003–2004*. Wellington: New Zealand Council for Educational Research.
- Roberts, J., McDowall, S., & Cooper, G. (2008). *Enterprising and future-focused? The first report from the Regional Education for Enterprise Clusters Evaluation*. Report prepared for Ministry of Education and New Zealand Trade and Enterprise. Wellington: Ministry of Education and New Zealand Trade and Enterprise.
- Vaughan, K. (2007). Down under: Careers education in New Zealand. *Via Vejledning* [Danish careers guidance journal], 13. Available from: [www.ug.dk](http://www.ug.dk)
- Wylie, C. (2007). Can we improve our school governance? *set: Research Information for Teachers*, 2, 29–30.
- Wylie, C. (2007). *Snapshot of New Zealand primary schools in 2007—some key findings from the NZCER national survey*. Wellington: New Zealand Council for Educational Research.
- Wylie, C. (2007). *What can New Zealand learn from Edmonton?* NZCER Occasional Paper. Available at: [www.nzcer.org.nz](http://www.nzcer.org.nz)
- Wylie, C., & Hodgen, E. (2007). *The continuing contribution of early childhood education to young people's competency levels*. Wellington: Ministry of Education.



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 member 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.

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*—Director, School of Professional Development, Christchurch College of Education<sup>1</sup>

**DEPUTY CHAIR**—**Dr Mary Hill** *BA, MEd, PhD, DipTchg*—Faculty of Education, The University of Auckland<sup>2</sup>

### BOARD MEMBERS

**Professor Russell Bishop** *BA(Hons), MA, PhD, DipEd, DipTchg*—Professor of Māori Education, Project Director: Te Kotahitanga. School of Education, University of Waikato<sup>2</sup>

**Professor Margaret Carr** *MA, PhD, DipEdStud, DipNZFKU*—Professor, Wilf Malcolm Institute of Educational Research (WMIER), School of Education, University of Waikato<sup>3</sup>

**Associate Professor Alison Gilmore** *BA, PGDA(Ed), PhD (Otago)*—School of Education, University of Canterbury<sup>4</sup>

**David Glover** *MA (Hons), FNZIM, MInst*, Managing Director, David Forman Ltd.

**Professor Helen May** *BEdStud, MA, PhD, DipTchg*—Professor and Dean, College of Education, University of Otago<sup>4</sup>

**Professor Luanna Meyer** *BA, MS, PhD*—Director, Jessie Hetherington Centre for Educational Research, and Professor of Education (Research), Victoria University of Wellington<sup>4</sup>

**Dr Brendon Puketapu** (Te Atihaunui-ā-Paparangi, Te Ātiawa, Ngāti Rangī, Ngā Ruahinerangi, Ngāti Ruanui, and Ngā Rauru) *BEd, MEdAdmin(Hons), PhD, DipBilTching, DipTchg, AdvDipTchg*—Chief Executive Officer, Te Tapuāe o Rēhua<sup>5</sup>

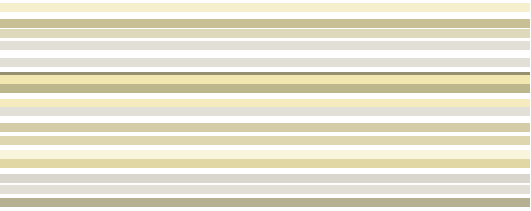
<sup>1</sup> Co-opted member—appointed 2004

<sup>2</sup> Member since 2003, current term ends in 2007

<sup>3</sup> Member since 2001, current term ends in 2007

<sup>4</sup> Member since 2005, current term ends 2009

<sup>5</sup> Governor-General's nominee—appointed 2004



# FINANCIAL STATEMENTS

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## STATEMENT OF FINANCIAL PERFORMANCE

FOR THE YEAR ENDED 30 JUNE 2008

	Notes	2008 \$	2007 \$
Revenue			
<b>Revenue</b>	1	7,000,718	5,992,789
<b>Interest Income</b>		270,532	216,409
<b>Other Income</b>	2	502,368	467,601
Total Revenue		<b>7,773,618</b>	<b>6,676,799</b>
Expenditure			
<b>Cost of Sales</b>		848,724	718,671
<b>Operating Expenses</b>		1,703,831	1,685,212
<b>Personnel Expenses</b>		4,181,373	3,611,603
<b>Accommodation Expenses</b>		337,093	326,414
<b>Depreciation and Amortisation Expense</b>		223,086	210,138
Total Expenditure	3	<b>7,294,107</b>	<b>6,553,038</b>
Net Surplus		<b>479,511</b>	<b>123,761</b>

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 2008**

	Notes	2008 \$	2007 \$
Equity at Start of the Year		3,254,658	3,130,897
Profit for the Period		479,511	123,761
<b>Total Recognised Revenues and Expenses for the Period</b>		<b>479,511</b>	<b>123,761</b>
<b>Balance at 30 June 2008</b>		<b>3,734,169</b>	<b>3,254,658</b>

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

## STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2008

	Notes	2008 \$	2007 \$
Current Assets			
<b>Cash and Cash Equivalents</b>	4	699,578	150,550
<b>Investments</b>		2,995,000	2,728,586
<b>Trade and Other Receivables</b>	5	1,216,867	1,013,386
<b>Project Work in Progress</b>		25,115	54,375
<b>Inventory</b>	6	346,472	388,829
<b>Total Current Assets</b>		<b>5,283,032</b>	<b>4,335,726</b>
Non-Current Assets			
<b>Property, Plant, and Equipment</b>	7	355,238	390,995
<b>Intangible Assets</b>	8	87,044	116,617
<b>Total Assets</b>		<b>5,725,314</b>	<b>4,843,338</b>
Current Liabilities			
<b>Trade Payables</b>		315,349	155,134
<b>Employee Entitlements</b>	9	392,812	201,848
<b>Other Payables</b>	10	1,262,221	1,156,930
<b>Total Current Liabilities</b>		<b>1,970,382</b>	<b>1,513,912</b>
Non-Current Liabilities			
<b>Employee Entitlements</b>	9	20,763	74,768
<b>Total Liabilities</b>		<b>1,991,145</b>	<b>1,588,680</b>
Equity			
<b>Accumulated Funds</b>		3,734,169	3,254,658
<b>Total Equity</b>		<b>3,734,169</b>	<b>3,254,658</b>
<b>Total Equity and Liabilities</b>		<b>5,725,314</b>	<b>4,843,338</b>



**Robyn Baker**  
Director



**Peter Allen**  
Chair

16 October 2008

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

## CASH FLOW STATEMENT

FOR THE YEAR ENDED 30 JUNE 2008

	Notes	2008 \$	2007 \$
<b>Cash Flows from Operating Activities</b>			
Cash was Provided from:			
Government Grant		1,387,000	1,517,000
Sales Receipts		2,794,585	1,819,586
Projects		2,822,943	2,417,438
Interest Received		237,791	212,366
Educational Funds Receipts	10	1,984,335	1,907,668
Other Receipts		500,719	466,256
Net GST		18,643	(63,945)
		9,746,016	8,276,369
Cash was Disbursed to:			
Salaries and Related Employee Costs		3,966,494	3,594,304
Operating Expenses		2,043,257	2,088,731
<b>Cost of Sales</b>		828,550	752,201
Educational Funds Expenses	10	1,936,312	1,775,958
		8,774,613	8,211,194
Net Cash Inflow from Operating Activities	11	971,403	65,175
<b>Cash Flows from Investing Activities</b>			
Cash was Provided from:			
Sale of Fixed Assets		1,649	1,345
Cash was Applied to:			
Purchase of Fixed Assets		118,159	256,370
Purchase of Intangible Assets		39,451	
Purchase of Short-Term Deposits		266,414	108,586
Net Cash Outflow from Investing Activities		422,375	363,611
<b>Total Cash Flow</b>			
Net Increase/(Decrease) in Cash Held		549,028	(298,438)
Opening Balance Cash and Bank		150,550	448,988
<b>Closing Cash and Bank</b>		699,578	150,550
Comprising:			
<b>Cash and Cash Equivalents</b>		699,578	150,550

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 2008

### STATEMENT OF COMPLIANCE

The New Zealand Council for Educational Research (NZCER) 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 16 October 2008.

### 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 organisation changed its accounting policies on 1 July 2006 to comply with NZ IFRS. The transition to NZ IFRS is accounted for in accordance with NZ IFRS-1 *First-time Adoption of New Zealand Equivalents to International Financial Reporting Standards*, with 1 July 2006 as the date of transition. An explanation of how the transition from superseded policies to NZ IFRS has affected the Council's financial position, financial performance, and cash flows is discussed in note 20.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2008, the comparative information presented in these financial statements for the year ended 30 June 2007, and in the preparation of the opening NZ IFRS Statement of Financial Position at 1 July 2006.

### FUNCTIONAL CURRENCY

The financial statements are presented in New Zealand dollars. The functional currency of NZCER 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 sale 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

NZCER 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 NZCER 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 NZCER 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 NZCER 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 Equipments	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 the end of each financial year.

#### 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 NZCER are recognised as an intangible asset. Direct costs include *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 NZCER 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 project 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 include 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 receivable and trade payable 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 payable 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 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, NZCER 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 NZCER reviews the useful lives and residual values of its property, plant, and equipment. Assessing the appropriateness of useful life and residual value estimates of plant, property, and equipment requires NZCER to consider a number of factors, such as the physical condition of the asset, expected period of use of the asset by NZCER, and expected disposal proceeds from the future sale of the asset.

An incorrect estimate of the useful life or residual value will impact the depreciation expense recognised in the Statement of Financial Performance, and the carrying amount of the asset in the Statement of Financial Position. NZCER 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.

NZCER 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 NZCER'S ACCOUNTING POLICIES

Management has exercised the following critical judgements in applying NZCER's accounting policies for the period ended 30 June 2008:

##### 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 NZCER.

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.

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

##### Non-government grants

NZCER 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 2008

### 1. REVENUE CONSISTS OF THE FOLLOWING ITEMS:

	2008	2007
	\$	\$
Sales	2,665,439	1,935,101
Government Grant	1,435,030	1,478,143
Project Revenue	2,900,249	2,579,545
Total	7,000,718	5,992,789

### 2. OTHER INCOME

	2008	2007
	\$	\$
Royalties	80,601	53,574
Marking Service	316,311	159,186
Other Income	105,456	254,841
Total	502,368	467,601

### 3. EXPENSES INCLUDES THE FOLLOWING ITEMS:

	2008	2007
	\$	\$
Remuneration of Auditors		
- Audit of the financial statements	25,700	25,200
- 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	12,005	9,153
Change in Doubtful Debts Provision	-	-
Bad Debts Written Off	5,415	-
Operating Lease Expenses	36,192	36,271
Loss on Sale of Fixed Assets	532	579
Donations Paid	26,385	26,456
Rental of Office Premises	181,018	175,881

### 4. CASH AND CASH EQUIVALENTS

	2008	2007
	\$	\$
Cash at Bank	279,578	150,550
Cash Equivalents—Short-term Deposits	420,000	-
Total Cash and Cash Equivalents	699,578	150,550

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 8.67 percent (2007: 7.52 percent).

## 5. TRADE AND OTHER RECEIVABLES

	2008	2007
	\$	\$
Trade Receivables	110,711	237,974
Project Receivables	1,036,607	745,516
Accrued Interest	67,029	34,287
Other Receivables	2,520	(4,391)
	1,216,867	1,013,386

All receivables are between 0–3 months.

## 6. INVENTORIES

	2008	2007
	\$	\$
Stock Tests/Publications	333,631	377,358
Stock Tests/Test Scoring	12,841	11,471
Total Inventories	346,472	388,829

The write-down of inventories held for publications amounted to \$35,179 (2007: \$12,996).

There have been no reversals of write-downs.

The write-down of overseas test scoring amounted to \$9,966 (2007: \$5,996). There have been no reversals of write-downs.

## 7. PROPERTY, PLANT, AND EQUIPMENT

	Furniture & Fittings	Equipment	Total
	\$	\$	\$
<b>Cost</b>			
Balance at 1 July 2006	532,175	600,817	1,132,992
Additions	67,514	187,408	254,922
Disposals		54,078	54,078
Balance at 30 June 2007	599,689	734,147	1,333,836
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
<b>Accumulated depreciation</b>			
Balance at 1 July 2006	364,600	489,428	854,028
Depreciation Expense	35,329	106,584	141,913
Eliminate on Disposal	-	53,101	53,101
Balance at 30 June 2007	399,929	542,911	942,840
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
<b>Carrying Amounts</b>			
At 1 July 2006	167,575	111,389	278,964
At 30 June and 1 July 2007	199,759	191,236	390,995
At 30 June 2008	180,209	175,029	355,238

## 8. INTANGIBLE ASSETS

	Capitalised Development	Software	Total
	\$	\$	\$
Cost			
Balance at 1 July 2006	116,139	196,600	312,739
Additions	-	2,280	2,280
Disposals	-	-	-
Balance at 30 June 2007	116,139	198,880	315,019
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
Accumulated Amortisation			
Balance at 1 July 2006	80,549	49,628	130,177
Amortisation Expense	8,900	59,325	68,225
Disposals	-	-	-
Balance at 30 June 2007	89,449	108,953	198,402
Balance at 1 July 2007	89,449	108,953	198,402
Amortisation Expense	8,900	60,124	69,024
Disposals	-	-	-
Balance at 30 June 2008	98,349	169,077	267,426
Carrying amounts			
At 1 July 2006	35,590	146,972	182,562
At 30 June and 1 July 2007	26,690	89,927	116,617
At 30 June 2008	17,790	69,254	87,044

## 9. EMPLOYEE ENTITLEMENTS

	2008	2007
	\$	\$
Annual Leave	242,812	193,650
Provision for Redundancy	150,000	-
Long-service Leave	-	38,420
Retirement Leave	20,763	44,546
	413,575	276,616
<i>Disclosed as:</i>		
Employee Entitlements—Current		
Annual Leave	242,812	193,650
Provision for Redundancy	150,000	-
Long-service and Retirement Leave	-	8,198
	392,812	201,848
Employee Entitlements—Non-current	20,763	74,768
Total	413,575	276,616

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 include 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, NZCER considered the interest rates on NZ 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 (2006: 8 percent) and an inflation factor of 2.8 percent were used.

## 10. TRADE AND OTHER PAYABLES

	2008	2007
Current	\$	\$
Accruals	108,318	114,265
Advance Subscriptions	54,272	52,387
Project Income in Advance	583,953	399,427
Grant Income in Advance	151,050	199,080
Educational Funds	352,167	304,144
Other Liabilities	12,461	87,627
	1,262,221	1,156,930
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 Initiatives (TLRI) (current liability)

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 NZCER.

Funds	Balance	Receipts	Payments	Balance
	30 June 2007			30 June 2008
	\$	\$	\$	\$
Teaching and Learning Research Initiatives	256,861	1,982,819	1,922,387	317,293
Beeby funds 1998—	47,283*	1,516	13,925	34,874
TOTAL	304,144	1,984,335	1,936,312	352,167

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

	2008	2007
* Beeby funds comprise:	\$	\$
Current	34,874	47,283
Non-current	-	-
Total	34,874	47,283

## 11. CASH FLOW

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

	2008	2007
	\$	\$
Net Surplus	479,511	123,761
Add/(Less) Non-Cash Items		
Depreciation	154,062	141,913
Amortisation	69,024	68,225
Increase/(Decrease) in Non-Current Employee Entitlements	(54,005)	5,678
Increase/(Decrease) in Non-Current Educational Funds	-	131,710
	169,081	347,526
Add/(Less) Movements in Other Working Capital Items		
(Increase)/Decrease in Trade and Other Receivables	(203,481)	(161,395)
(Increase)/Decrease in Work in Progress	29,259	(132)
(Increase)/Decrease in Inventory	42,358	(78,834)
Increase/(Decrease) in Trade Payables	160,069	(68,111)
Increase/(Decrease) in Employee Entitlements	190,964	(26,829)
Increase/(Decrease) in Grant Income in Advance	105,291	(69,465)
	324,460	(404,767)
Add/(Less) Items Classified as Investing Activities		
(Profit)/Loss on Sale of Fixed Assets	(1,649)	(1,345)
Net Cash Inflow/(Outflow) from Operating Activities	971,403	65,175

## 12. COMMITMENTS FOR EXPENDITURE

Commitments under non-cancellable operating leases, to which the Council is subject, are as follows:

	2008	2007
	\$	\$
Non-cancellable Operating Lease Payments		
Less than one year	305,226	235,603
One to two years	287,346	226,003
Two years to five years	284,120	594,982
	876,692	1,056,588

NZCER 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 2009
Franking Machine	12 March 2012

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### 13. KEY MANAGEMENT PERSONNEL COMPENSATION

	2008	2007
	\$	\$
Salaries and Other Short-term Employee Benefits	207,302	196,567
Post-Employment Benefits	11,642	10,561
Total Key Management Personnel Compensation	218,944	207,128

Key management personnel include the Board and Chief Executive.

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### 14. CONTINGENCIES

#### CONTINGENT LIABILITIES

NZCER has no contingent liabilities, guarantees, or indemnities outstanding as at 30 June 2008 (30 June 2007: Nil).

#### CONTINGENT ASSETS

NZCER has no contingent assets.

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### 15. RELATED PARTIES

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

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

#### HELEN MAY

Helen is a Ministry of Education TLRI Advisory Board member. NZCER 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 \$341.44 was paid out in the financial year 2007–2008.

#### 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 \$90,000 in the financial year 2007–2008.

#### ALISON GILMORE

Alison undertook a project to write a discussion paper for the TLRI Steering Group. Review of the TLRI paper was published on the TLRI website and used by the Steering and Development Group to underpin criteria changes for the 2008 funding round. Canterbury University was paid \$15,000 for Alison's work in 2007–2008.

#### MARGARET CARR

Margaret is a project leader for Waikato University. Two projects have been awarded by TLRI funding to the university and \$138,995 was paid out to the university for the financial year 2007–2008.

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## 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:

	2008	2007
	\$	\$
Loans and Receivables		
Debtors and Other Receivables	1,216,867	1,013,386
Investments—Term Deposits	2,995,000	2,728,586
<b>Total Loans and Receivables</b>	<b>4,211,867</b>	<b>3,741,972</b>

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## 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 64 percent of receivables at 30 June 2008 (30 June 2007: 76 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.

### 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.

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## 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. A contract was signed on 8 September 2008 with the Tertiary Education Commission for the supply and support of an adult literacy and numeracy assessment tool. The contract is for \$5,915,000 from August 2008 to February 2010.

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## 19. CAPITAL MANAGEMENT

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

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

## 20. IMPACTS OF THE ADOPTION OF NEW ZEALAND EQUIVALENTS TO INTERNATIONAL FINANCIAL REPORTING STANDARDS

The Council changed its accounting policies on 1 July 2006 to comply with NZ IFRS. The transition to NZ IFRS is accounted for in accordance with NZ IFRS-1 *First-time Adoption of New Zealand Equivalents to International Reporting Standards*, with 30 June 2007 as the date of transition.

An explanation of how the transition from superseded policies to NZ IFRS has affected the Council's financial position, financial performance, and cash flow is set out in the following tables and the notes that accompany the tables.

## 21. EFFECT OF NZ IFRS ON THE STATEMENT OF FINANCIAL POSITION AS AT 1 JULY 2006

	Note	Superseded policies* \$	Effect of transition to NZ IFRS \$	NZ IFRS \$
<b>Current Assets</b>				
Cash and Cash Equivalents		448,988		448,988
Trade and Other Receivables		851,991		851,991
Short-term Deposit		2,620,000		2,620,000
Project Work in Progress		54,243		54,243
Inventory		309,995		309,995
<b>Total Current Assets</b>		<b>4,285,217</b>		<b>4,285,217</b>
<b>Non-Current Assets</b>				
Plant, Property, and Equipment	a	425,936	(146,972)	278,964
Intangible Assets	a	35,590	146,972	182,562
<b>Total Non-current Assets</b>		<b>461,526</b>		<b>461,526</b>
<b>Total Assets</b>		<b>4,746,743</b>		<b>4,746,743</b>
<b>Current Liabilities</b>				
Creditors	b	425,286	(425,286)	
Trade Payables	b		336,190	336,190
Other Payables	c	720,359	261,530	981,889
Employee Entitlements		228,677		228,677
<b>Total Current Liabilities</b>		<b>1,374,322</b>	<b>172,434</b>	<b>1,546,756</b>
<b>Non-current Liabilities</b>				
Employee Entitlements		69,089		69,089
Other Payables	c	172,434	(172,434)	-
<b>Total Non-current Liabilities</b>		<b>241,523</b>	<b>(172,434)</b>	<b>69,089</b>
<b>Total Liabilities</b>		<b>1,615,845</b>		<b>1,615,845</b>
<b>Net Assets</b>		<b>3,130,898</b>		<b>3,130,898</b>
<b>Equity</b>				
Accumulated Funds		3,130,898		3,130,898
<b>Total Equity</b>		<b>3,130,898</b>		<b>3,130,898</b>

\* Reported financial position for the year ended 30 June 2006.

## 22. EFFECT OF NZ IFRS ON THE STATEMENT OF FINANCIAL POSITION AS AT 30 JUNE 2007

	Note	Superseded policies* \$	Effect of transition to NZ IFRS \$	NZ IFRS \$
<b>Current Assets</b>				
Cash and Cash Equivalents		150,550		150,550
Trade and Other Receivables		1,013,386		1,013,386
Short-term Deposit		2,728,586		2,728,586
Project Work in Progress		54,375		54,375
Inventory		388,829		388,829
<b>Total Current Assets</b>		<b>4,335,726</b>		<b>4,335,726</b>
<b>Non-current Assets</b>				
Plant, Property, and Equipment	a	480,922	(89,927)	390,995
Intangible Assets	a	26,690	89,927	116,617
<b>Total Non-current Assets</b>		<b>507,612</b>		<b>507,612</b>
<b>Total Assets</b>		<b>4,843,338</b>		<b>4,843,338</b>
<b>Current Liabilities</b>				
Creditors	b	357,026	(357,026)	
Trade Payables	b		155,134	155,134
Employee Entitlements		201,848		201,848
Other Payables	b, c	650,894	506,035	1,156,930
<b>Total Current Liabilities</b>		<b>1,209,768</b>	<b>304,143</b>	<b>1,513,912</b>
<b>Non-current Liabilities</b>				
Employee Entitlements		74,768		74,768
Other Payables	c	304,143	(304,143)	
<b>Total Non-current Liabilities</b>		<b>378,911</b>	<b>(304,143)</b>	<b>74,768</b>
<b>Total Liabilities</b>		<b>1,588,680</b>		<b>1,588,680</b>
<b>Net Assets</b>		<b>3,254,658</b>		<b>3,254,658</b>
<b>Equity</b>				
Accumulated Funds		3,254,658		3,254,658
<b>Total Equity</b>		<b>3,254,658</b>		<b>3,254,658</b>

\* Reported financial position for the year ended 30 June 2007.

## 23. EFFECT OF NZ IFRS ON THE STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 30 JUNE 2007

	Note	Superseded policies* \$	Effect of transition to NZ IFRS \$	NZ IFRS \$
<b>Revenue</b>				
Revenue		5,992,789		5,992,789
Other Income		684,010		684,010
<b>Total Revenue</b>		<b>6,676,799</b>		<b>6,676,799</b>
<b>Expenditure</b>				
Cost of Sales		718,671		718,671
Operating Expenses		1,686,066		1,686,066
Personnel Expenses		3,611,603		3,611,603
Accommodation Expenses		326,414		326,414
Other Expenses		210,284		210,284
<b>Total Expenses</b>		<b>6,553,038</b>		<b>6,553,038</b>
<b>Net Surplus</b>		<b>123,761</b>		<b>123,761</b>

\* Reported financial position for the year ended 30 June 2007.

## 24. NOTES TO THE EFFECT OF NZ IFRS ON THE STATEMENT OF FINANCIAL POSITION

### a. RECLASSIFICATION OF SOFTWARE

Software has also been reclassified as an intangible asset, from plant, property, and equipment.

### b. RECLASSIFICATION OF CREDITORS

Trade creditors' portion is shown separately out of creditors' balance.

### c. RECLASSIFICATION OF EDUCATIONAL FUNDS

Part of the educational funds are reclassified as current financial liabilities.

### d. STATEMENT OF CASH FLOWS

There have been no adjustments to the Statement of Cash Flows for the year ended 30 June 2007, on transition to NZ IFRS.



# REPORT OF THE AUDITOR-GENERAL

AUDIT NEW ZEALAND

Mana Arotake Aotearoa

## TO THE READERS OF THE NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH'S FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 30 JUNE 2008

The Auditor-General is the auditor of the New Zealand Council for Educational Research (the Council). The Auditor-General has appointed me, John O'Connell, using the staff and resources of Audit New Zealand, to carry out the audit on his behalf. The audit covers the financial statements included in the annual report of the Council for the year ended 30 June 2008.

#### Unqualified Opinion

In our opinion:

- The financial statements of the Council on pages 30 to 47:
  - comply with generally accepted accounting practice in New Zealand; and
  - fairly reflect:
    - the Council's financial position as at 30 June 2008; and
    - the results of its operations and cash flows for the year ended on that date.

The audit was completed on 16 October 2008, 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 2008 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.



**John O'Connell**  
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 the New Zealand Council for Educational Research for the year ended 30 June 2008 included on the New Zealand Council for Educational Research's website. The New Zealand Council for Educational Research's Board is responsible for the maintenance and integrity of the New Zealand Council for Educational Research's website. We have not been engaged to report on the integrity of the New Zealand Council for Educational Research'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 or from the 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 16 October 2008 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 information may differ from legislation in other jurisdictions.



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## ADDITIONAL WEBSITES MANAGED BY NZCER

Teaching & Learning Research  
Initiative (TLRI)—[www.tlri.org.nz](http://www.tlri.org.nz),  
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**NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH**  
TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA