



**NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH**

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

**ANNUAL REPORT**

**1999-2000**

## **RESPONSIVE RELATIONSHIPS**

NZCER provides research and information relevant to key issues in education, and fosters collaboration and reciprocal efforts internally and externally.

### **EFFECTIVE DISSEMINATION**

NZCER is active in finding more and better ways to make research information and products accessible to teachers and others interested in education.

### **HONOURING THE TREATY OF WAITANGI**

NZCER accepts its responsibility under the Treaty, and is working with Maori and tauhiwi in providing educational research and information appropriate to both national aspirations and Maori development.

### **RESPONSIBILITY**

NZCER staff carry out activities in a reliable, honest, diligent, and competent manner.

### **QUALITY**

NZCER provides quality educational research, information, and advice to support educators.

### **EQUITY**

NZCER fosters and undertakes educational research which contributes to quality education for all.

## THE NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

### DIRECTORY

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#### Chair

**Ruth Mansell**, *JP, MEd, DipEdStud, DipTchg*

#### Chief Executive and Director

**Richard Watkins**, *BA, MA, PostGrad  
DipTchgEngSecLang, PhD, MpublAdmin*  
(until 31 May 2000)

#### Interim Director

**David Hood**, *BSc (Hons)*

#### Senior Staff

##### Research

Anna Chalmers  
Cedric Croft  
Wharehuia Hemara  
Dr Valerie Podmore\*  
Dr Cathy Wylie  
Dr David Yeboah\*

##### Finance and Administration

Swarna Gill

##### Planning and Services

Bev Webber

\* left during the year

## CONTENTS

Section One	
<b>Foreword</b>	<b>4</b>
Section Two	
<b>The New Zealand Council for Educational Research</b>	<b>5</b>
Section Three	
<b>People at NZCER</b>	<b>7</b>
Section Four	
<b>Goals and achievements</b>	<b>10</b>
Section Five	
<b>Significant activities</b>	<b>13</b>
Section Six	
<b>NZCER in the wider education community</b>	<b>18</b>
Section Seven	
<b>Financial statements</b>	<b>23</b>

## Section One

# FOREWORD

This Annual Report records, and provides details of, the activities and performance of the New Zealand Council for Educational Research for the 1999–2000 financial year.

We live in a world of rapid, continuing change. In many ways the future is uncertain. What is certain, however, is that learning will play an even more important role for individuals and for societies in the immediate future than it has in the past.

Responsiveness to the changing educational environment, the increasing demand for research-based products which lead to improved teaching and learning, and the need for high quality research have continued to be the focus of Council's activities.

This foreword provides an introduction to the annual report and a summary of the year's key achievements. NZCER is described in the second section: our values, purpose, aims, and strategic goals. The third sec-

tion lists NZCER staff and Board members, and provides an organisational chart which shows the functions of the Council and how they support each other. Longer-term goals are presented in the fourth section, with the specific priorities for 1999–2000 listed and our performance against those priorities recorded. The fifth section describes significant activities in research, information and advisory services, and the dissemination of our research findings and research-based publications. Details of research publications are also provided. How NZCER actively contributes to the wider education community is reported in the sixth section. The final section contains information about NZCER's financial performance.

The 1999–2000 annual report reflects the commitment of NZCER staff to the important role educational research and development can play in improving learning for individuals and the wider community.

## Section Two

# THE NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

## MISSION

**THE MISSION OF NZCER IS TO SUPPORT EDUCATORS THROUGH QUALITY RESEARCH, RESOURCES, AND INFORMATION.**

NZCER is a national organisation with a bicultural focus and an international reputation for producing independent, quality educational research and research-based products; it has an enviable reputation in meeting and satisfying client and contractual expectations at competitive prices.

It is also becoming a responsive and dynamic institution, able to meet diverse client needs and deliver quality goods and services both on time and within budget. A key feature of NZCER is its flexibility and preparedness to adapt to changing circumstances. This is a clear recognition of the internal and external environments within which NZCER now works.

## VALUES

**NZCER's strategic direction and day-to-day activities are guided by commitment to the following values.**

### Quality

NZCER provides independent quality educational research, information, and advice to support educators.

### Responsive relationships

NZCER provides research and information relevant to key issues in education, through partnerships, collaboration, and reciprocal arrangements.

### Effective dissemination

NZCER works actively with individuals and groups to improve ways of making research information and products accessible.

### Honouring the Treaty of Waitangi

NZCER accepts its responsibility under the Treaty, and is working with Maori and tauwiwi in providing educational research and information appropriate to both national aspirations and Maori development.

### Equity

NZCER fosters and undertakes educational research which contributes to quality education for all. It recognises ethnic minority groups, and strives to make educational outcomes more equitable.

### Responsibility

NZCER staff carry out activities in a reliable, honest, diligent, and competent manner, with a commitment to colleagues and educators. NZCER, in turn, takes responsibility for staff, who are its most valuable asset.

## STATEMENT OF PURPOSE

NZCER's purpose as an independent, statutory body is to:

- (a) foster educational research of a high standard and disseminate its results; and
- (b) provide information, advice, and assistance to those involved in education, to inform those who are directly involved in learning and teaching, and those who are engaged in policy making, in order to promote quality education for New Zealanders.

The purpose of NZCER—its reason for existence—translates into aims which shape its ongoing contribution and service to the wider education community.

### Functions

The statutory functions of NZCER are:

“(a) To foster the study of, and research into, educational and other like matters, and to prepare and publish such reports on these matters as may in its opinion be necessary or of value to teachers or other persons:

“(b) To furnish information, advice, and assistance to persons and organisations concerned with education and other similar matters.” (s.13)

NZCER's strategic direction is guided by this statement of purpose which translates into specific aims.

## NZCER AIMS TO:

- improve the quality of education through research;
- help reduce barriers and expand educational horizons for all New Zealanders; and
- create educational resources based on sound research.

These aims formed the framework for a set of specific goals for 1999–2000.

### These goals emphasise the need to:

- be at the forefront of providing timely, relevant, quality educational research and evaluation
- develop and deliver a diversified, expanded range of timely, quality products, information, and advice
- extend stakeholder commitment
- acquire and grow strategic resources and deploy them effectively
- develop synergies between individuals and groups within NZCER, and externally.

## Section Three PEOPLE AT NZCER

### CHAIR

**Ruth Mansell** *JP, MEd, DipEdStud, Dip Tchg* Senior Adviser, Teacher Registration Board. Elected member, retires 30 September 2001.

### DEPUTY CHAIR

**Professor Graham Hingangaroa Smith** *BA, MA, PhD, DipTchg.* Pro Vice Chancellor (Maori), University of Auckland, retires 30 September 2002.

### TREASURER

**John Gill** *BA, FCA.* Executive Chairman, Datacom Employer Services. Co-opted member, retires 30 September 2002.

### MEMBERS

**Professor Keith Ballard** *MA, PhD, DipEdPsych, DipTchg.* Dean, School of Education, University of Otago, retires 30 September 2002.

**Associate Professor Terence J. Crooks** *BSc (Hons), MS, PhD.* Department of Education and Educational Assessment Research Unit, University of Otago. Elected member, retires 30 September 2001.

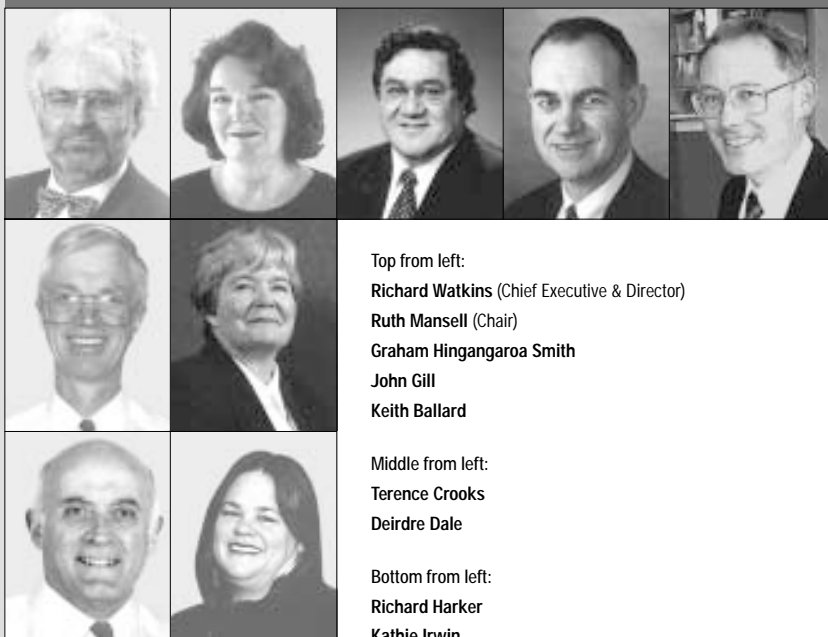
**Deirdre Dale** *JP, BA.* Chief Executive, Whitireia Community Polytechnic. Governor-General's nominee, retires 30 September 2002.

**Professor Richard K. Harker** *MA, PhD, Dip.Tchg.* Director, Institute of Professional Development and Educational Research, Massey University College of Education. Elected member, retires 30 September 2001.

**Kathie Irwin** *BEd (Hons) (1<sup>st</sup> class), MEd, DipTchg.* Ngati Kahungunu, Ngati Porou. Senior Lecturer, Victoria University of Wellington. Elected member, retires 30 September 2002.

## The Board

The members of the Board of NZCER represent a wide cross-section of educational interests. Through their diverse networks they contribute an overview of educational issues, and are able to select those which are relevant for the strategic direction of the Council.



Top from left:

**Richard Watkins** (Chief Executive & Director)

**Ruth Mansell** (Chair)

**Graham Hingangaroa Smith**

**John Gill**

**Keith Ballard**

Middle from left:

**Terence Crooks**

**Deirdre Dale**

Bottom from left:

**Richard Harker**

**Kathie Irwin**

The following Board members retired in September 1999: Ted Glynn (Chair), Deirdre Stallinger (Treasurer), Judith Carter, Alison Gernhoefer and Ella Henry.

## PEOPLE AT NZCER

### Staff

#### Chief Executive Officer:

Richard Watkins  
BA, MA, PostGrad  
DipTchgEngSecLang, PhD,  
MPublAdmin (until 31 May 2000)

#### Interim Director:

David Hood BSc (Hons)

### Research

#### Senior Researchers

Anna Chalmers BA,  
MA(Appl)SocSciRes, DipNZLS  
(Educational policy and  
institutions)

Cedric Croft MA (Hons),  
AdvDipTchg, Reg Psych (Learning,  
curriculum, and assessment)

Wharehuia Hemara BA, DipLib,  
Ngati Maniapoto, Ngapuhi (Maori  
education)

Valerie N. Podmore BA (Hons), MA,  
PhD, NZRN (Early childhood  
education)<sup>2</sup>

Cathy Wylie BA (Hons), PhD  
(Educational policy and  
institutions)

David Yeboah BA (Hons), GradDip,  
MA, GradCert, PhD (Early  
childhood education)<sup>2</sup>

#### Researchers

Sally Boyd BSc (Hons),  
MA(Appl)SocSciRes

Gavin T. L. Brown BEd, TESL  
(Dist'n), MEd (Hons)

Jane Dugdale BA (Hons),  
MPhil(SocSci), DipClinicalPsych,  
DipChildPsychotherapy

Karyn Dunn MA (Hons), Reg Psych

Jill Galbraith BA, DipTchg<sup>1,2</sup>

Anne Gilbert BA (Hons), BSc,  
DipTchg<sup>1</sup>

Cathy Lythe TTC<sup>1</sup>

Susan McDowall BEd, BA (Hons),  
DipTchg<sup>1</sup>

Taina Tangaere McGregor BA, MA  
(Hons), Ngati Porou<sup>3</sup>

Chris Marston BSc, DipTchg<sup>1</sup>

Sheridan McKinley BA, TTC,  
DipTchg, HigherDipTchg,  
CertBilingualTchg; Ngati  
Kahungunu, Ngai Tahu<sup>2</sup>

Alex Neill BSc, DipORS, DipTchg<sup>1</sup>

Gareth Rapson BA, DipTchg,  
DipEd<sup>1</sup>

Mark Smith BA (Hons), DipTchg<sup>1,2</sup>

Ed Strafford BSocSci, DipTchg<sup>1</sup>

Verna Tuteao BEd, MA (Hons),  
DipTchgKKM, Ngati Mahuta,  
Ngati Whawhakia Waikato<sup>2</sup>

Margaret Wilkie BA, MA, DipTchg,  
Ngati Porou, Ngapuhi

#### Data Manager

Barbara J. Bishop Cert  
Microcomputer Management

#### Research Assistants

Pippa Burch BTech(Food),<sup>1,2</sup>

Gloria Hanson, Ngati Porou, Ngati  
Kahungunu<sup>2</sup>

Lia Mapa

Christina Smits BSc, CertGD,  
DipPW<sup>1</sup>

Vyletta Tapine BA, CertSocSt,  
Ngati Porou, Ngai te Rangi

#### Project Support Officers

Sophary Dim BA<sup>1,2</sup>

Nicholas Edmonds Business  
Computing Certificate<sup>1,3</sup>

Carlene G. Grigg

Kirsten Harrison BA<sup>1,3</sup>

Rachel Nankivel<sup>1</sup>

Shamshad Sen<sup>3</sup>

Jane Tetava<sup>1,3</sup>

Roberta Tiatia

Rose-Ann Yianakis<sup>1,2</sup>

### Planning and Services

Bev Webber BEd, DipEd, TTC,  
Manager

Gennie Barton, Marketing  
Assistant/Customer Services  
Officer<sup>2</sup>

Bill Gardner, Storeperson

Tanu Kapoor BA(Hons), NZIM  
Dip.Mgmt<sup>3</sup>, Customer Services

Joan M. Kirby DipTchg, TTC,  
Distributions Officer

Leigh Montford CertNZLS,  
Assistant Librarian

Kristina Louis BA, DipLib,  
Information Services Librarian<sup>3</sup>

Gloria Steer, Ngapuhi, Ngati Wai,  
Distribution Assistant

Beverley Thomson BA, DipNZLS,  
Librarian

Judith A. Wright BA, DipTchg, set  
editor<sup>2</sup>

### Finance and Administration

Swarna Gill FCCA (UK), CA (NZ),  
Manager

Athma Baskaran BCom(India),  
ACMA(Lond), Accountant

Georgina T. Morgan, Ngati  
Kahungunu, Te Atiawa, Finance  
Officer<sup>2</sup>

Beverly Robinson, Finance Officer<sup>3</sup>

Anita Walford, Tuho, Ngati Porou,  
Administration Officer

### Chief Executive's Office

D. Suzi Grindell BSc (Hons),  
CertSecCompApps, Personal  
Assistant<sup>2</sup>

Suzanne Hay, Executive Officer<sup>3</sup>

J. Fay Swann MA, Editorial and  
Human Resources Support

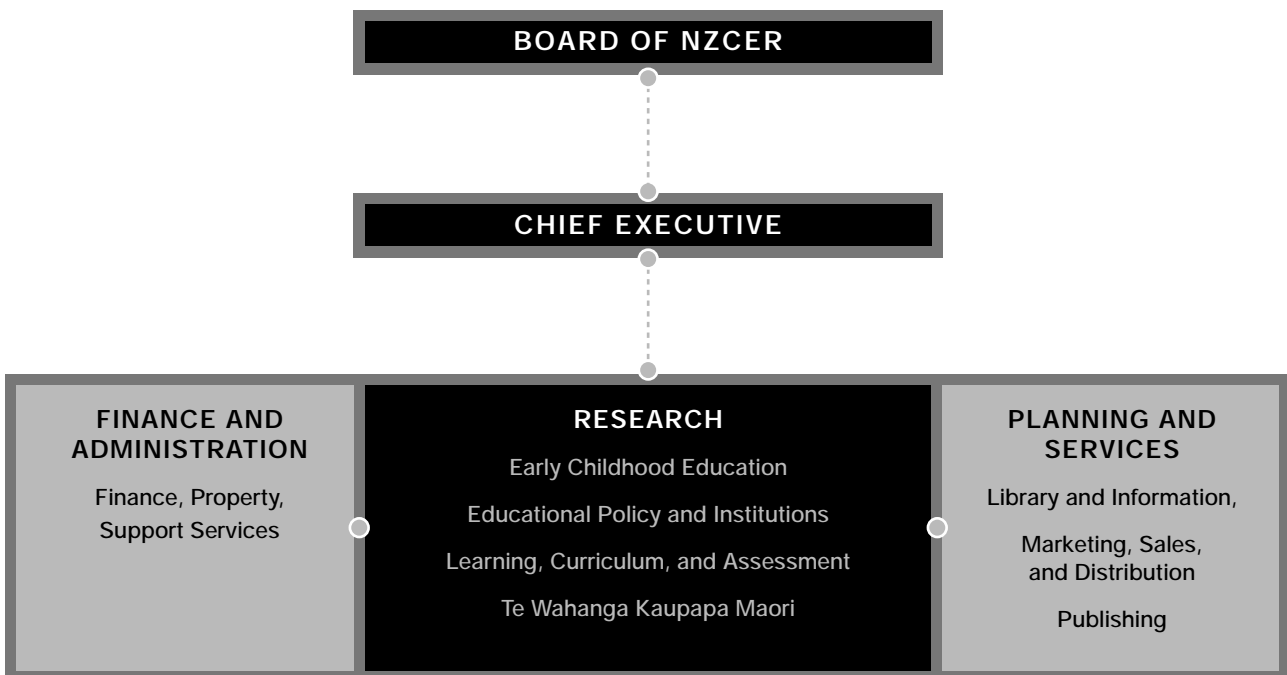
<sup>1</sup> limited-term appointment

<sup>2</sup> left during the year

<sup>3</sup> appointed during the year

The Council's staff comprises well-qualified, experienced and innovative researchers with professional capacities across education and other areas, supported by a professional library team, publishing and production co-ordinators, and a sales/distribution team. The Board has a broad role in governance and strategic direction, with leadership and management vested in the Chief Executive. Support staff assist with research, professional and other tasks carried out by the Council.

## Structure of NZCER



## Section Four

# GOALS AND ACHIEVEMENTS

This section contains a review report of the 1999–2000 year from the Chair and Chief Executive of NZCER. The goals for the year are described, and evidence of their achievement provided.

## REPORT FROM THE CHAIR AND CHIEF EXECUTIVE

The Board of NZCER has made some important developments in strategic focus and personnel during the year ended 30 June 2000.

Beginning in January, the Board arranged a series of strategic thinking workshops with senior staff, followed by more specific planning with the staff as a whole. This work focused on building capability to be both active and responsive in providing sound research to inform government policy and contribute to meeting New Zealand's educational and social needs. Following the election of a new government in November 1999, the Board invited the Minister of Education, the Honorable Trevor Mallard, to attend the January Board meeting. A useful dialogue with the Minister was established and will be continued, to ensure that NZCER as an independent and experienced provider of research is well used to support good policy making. Social and educational policy announced by the new government has been an important consideration as NZCER's strategic directions have been reviewed. The emphasis on early childhood education, assessment, and closing the gaps for Maori has been welcomed. Highlights of current achievements in these areas, and in others with a broad relevance to the area, are identified in this report. A fresh focus was initiated during the year with the appointment of NZCER senior researcher Cathy Wylie to undertake a review of Special Education for the Government.

The strategic thinking exercise resulted in board policies to strengthen capability in key areas of research, with further appointments at a senior level. In May the Board appointed two Maori researchers to Te Wahanga Kaupapa

Maori, Taina McGregor, Ngati Porou, and Garrick Cooper, Ngati Whanaunga and Ngati Ranginui. The Board has also aimed to develop structures which enable staff to work together across the established teams, and to share and build expertise through collaborative support mechanisms. Research partnerships with other groups and individuals are also encouraged and are working well, as documented in other sections of this report.

The Board was sorry to receive resignations during this year from senior researchers Dr Val Podmore and Dr David Yeboah. Dr Podmore had given 14 years of valued service to NZCER, much of this in the early childhood area.

The resignation from May of the Director, Dr Richard Watkins, was regretted, and the Board wishes him well in pursuing new career developments. David Hood has served NZCER as Interim Director while the appointment of the new Director was in process.

Board membership saw several changes during this period. New members elected or co-opted were Professor Graham Smith, Pro Vice Chancellor (Maori) of the University of Auckland, Professor Keith Ballard of the University of Otago, Deirdre Dale, Chief Executive of Whitireia Polytechnic, and John Gill, as Board Treasurer.

By the end of the year, NZCER was in good heart, looking forward to being in a position of strengthened capability, and enthusiastic about making the most of new opportunities to work with government and other agencies to provide support for better learning and teaching in New Zealand.



David Hood, *Interim Director*.



Ruth Mansell, *Chair*.

## GOALS AND ACHIEVEMENTS

### Introduction

This section of the Annual Report presents the major goals of the 1999–2000 year and describes the achievements of NZCER staff. The goals aim to provide quality, relevant educational research, to meet client expectations, and to diversify NZCER's range of products.

#### GOAL 1

To be at the forefront of providing timely, relevant, quality educational and other research and evaluation

The priorities for the year were to:

- meet the quality and delivery requirements of the Purchase Agreement with the Ministry of Education;
- increase awareness of NZCER's research capability among a variety of organisations within New Zealand and overseas;
- contribute to improved teaching and learning;
- continue NZCER's initiatives in research for Pacific Islands communities.

### Achievements

NZCER's Purchase Agreement with the Ministry of Education, and contract research, received favourable sign-offs at the end of each quarter. Some project over-runs remain to be resolved in the 2000–2001 financial year.

NZCER has undertaken research for a variety of organisations, including the Fire Service Commission, Te Puni Kokiri, Te Kohanga Reo Trust, Parata Gardiner, Ministry of Social Policy, and International Labour Organisation.

The Test Advisory service completed training contracts for the Careers Service, Central Institute of New Zealand, and Air New Zealand.

Exploratory discussions with Trade New Zealand and a number of overseas delegations visiting NZCER have raised awareness of NZCER's research capability.

The first group of Essential Skills Assessments: Information Skills were published in May and made available to schools.

Research projects for Pacific Islands communities were undertaken in early childhood education. Two significant projects, Transition to School from Pacific Islands Early Childhood Services, and Implementation of Te Whāriki in Pacific Islands Early Childhood Centres, were completed during the year.

#### GOAL 2

To develop and disseminate diversified products and delivery methods for an expanded range of timely, quality innovative resources, information, and advice

Priorities for the year were to:

- increase the range of classroom and professional development resources available to schools, particularly in Maori Education;
- make more resources available on-line.

### Achievements

The expansion of the Assessment Resource Banks continued during 1999–2000. The development of assessment items was complemented by a range of resources aimed at the professional development of users.

NZCER's well-established periodical *set: Research Information for Teachers* received a facelift, making it more accessible to readers, and including more items on Maori education.

Exploration of electronic publishing took place with Massey University College of Education and the Australian Council for Educational Research. The feasibility of more full-text research on NZCER's web pages was investigated and, with some upgrading of the technology, will become a reality in the coming year. During the year the web site was redesigned to be more user friendly and to facilitate easier access to information.

As part of its commitment to Maori education and educators, one bilingual publication, *Pono ki te kaupapa, puna ko te reo* was undertaken as a Te Kohanga Reo Trust Project. By 30 June the finished project was with the Trust.

NZCER publishing added 11 new research-based titles to its list, produced 2 major test products, and a classroom resource kit. Ten professional development seminars were presented in 5 locations.

**GOAL 3****To extend stakeholder commitment****Priorities for the year were to:**

- ensure customer/client satisfaction at all levels of NZCER's operations;
- provide quality advice and information to external clients;
- keep stakeholders well informed about NZCER's activities.

**Achievements**

Evaluation systems for all research projects and seminars are well established and an integral part of NZCER's work. Feedback from clients and customers during the year has been consistently high.

To improve our public relations image, an NZCER capability statement was prepared. This was used widely with potential funders and was also published on the web site.

NZCER's media presence has improved this year, through media releases and reporters' comments in national newspapers, magazines, radio and television.

A major feature of NZCER's work is to provide quality advice and information to external clients. During the year a wide range of inquiries have been answered, particularly on educational policy and assessment matters.

NZCER sales and distribution services have maintained the Council's reputation for quality response and delivery to customers.

**GOAL 4****To acquire and develop strategic resources (including human resources) and use/deploy them effectively****Priorities for the year were to:**

- grow NZCER's capacity to meet customer needs;
- improve internal information management processes.

**Achievements**

NZCER has implemented a policy aimed at a continuing process for long-term product development, which can enable NZCER to increase its capacity to meet customer needs and also improve its financial viability.

A marketing plan, aimed at continuing to grow NZCER's business operations, increasing its visibility in the education sector, and meeting customer needs, was developed and successfully implemented.

NZCER's records management system, essential for a knowledge organisation, has been consolidated during the year.

**GOAL 5****To develop synergies between individuals and groups within NZCER, and externally****Priorities for the year were to:**

- leverage maximum benefit from NZCER research expertise;
- consolidate collaborative arrangements with other research institutions.

**Achievements**

Increasingly, multi-disciplinary teams have been created to work on NZCER research projects. These synergies have enhanced research projects where multi-faceted specialised perspectives have been required.

A number of collaborative research and product development projects have taken place. Partners have included external research consultants; Institute of Early Childhood Studies, Victoria University; and the University of Waikato. NZCER senior researchers have played leading roles in these collaborative projects. Advisory groups have been drawn from a wide range of schools, professional organisations, and tertiary institutions.

## Section Five

# SIGNIFICANT ACTIVITIES

## RESEARCH

### Introduction

NZCER's interest in providing teachers with research-based tools for use in their work to improve student learning is evident in the rapid growth of the Assessment Resource Banks project, which continues to provide innovative and robust curriculum-linked tasks that teachers can use in English, science, and mathematics, and the introduction of new assessments for information skills.

The Test Advisory Services continues to provide impartial and comprehensive advice on educational and psychological assessment tools.

NZCER has also focused on research projects which will increase understanding of opportunity, achievement, and resource gaps in education, and provide the basis for the development of practical measures to reduce these gaps. These themes were pursued in most of the studies undertaken. In addition, several studies focused on the contribution of family and whanau perceptions and resources.

### Highlights

A stated goal of NZCER is to be at the forefront of timely, relevant, quality educational research.

Highlights of the year which underline the achievement of this goal are:

- Continuation of the valuable Competent Children study, publishing the results of the age 8 phase, completing the age 10 phase fieldwork, and gaining Ministry of Education funding for the age 12 phase.

- Publication of the 1999 NZCER survey results on the long-term impact of educational reform.
- Publication of the first *Essential Skills Assessments: Information Skills*.
- Continued growth and broadening of the innovative Assessment Resource Banks project. Two thousand assessment resources are now available to schools.

## Completed Projects

### Aspects of Quality in Early Childhood Education

Overseas and New Zealand research demonstrates clearly that high quality early childhood education has long-term benefits for children. In New Zealand, *Education to Be More* categorized the benefits of early childhood education as being for children, for parents/whanau, and for society. This review outlines definitions of quality early childhood education within the New Zealand context. The review affirms the importance of staff qualifications for high quality early childhood services and for children's learning and development. The contribution of evaluation and accreditation systems is also evident, but weaker. An emerging theme, linked to qualifications and continuing professional development, relates to the role of reflective early childhood practitioners who are attuned to children's perspectives. In New Zealand, changes to qualification requirements are currently being implemented, and there are additional policy initiatives related to quality practice.

(Valerie N. Podmore and Anne Meade with Anne Kerslake Hendricks)

### Assessment Resource Banks—Part 5 (I)

With the addition of 787 new resources during the year, the ARBs now have 2177 resources available in mathematics, science and English. The new resources included 143 from the Third International Mathematics and Science Study, with each classified to the relevant strand, achievement objective, and level of the applicable curriculum statement.

The expansion of the ARBs in terms of resources has been matched by the growth in the number of school sites accessing the ARBs and the 'hits' recorded on the site. There are 1797 schools with registered access to the ARBs and 650 other education sites as well. 'Hits' are running at more than 3000 per week for the four search pages we monitor.

The growth in the number of published resources is based on continuing rounds of resource-writing, reviewing, trialling, analysis, and final editing. The 'raw data' for the ARBs came from 82 trial sets of material administered to 15,000 students, in 580 schools nationwide. During the year we operated 5 writing panels, in Wellington, Auckland and Palmerston North. The project also utilises a range of part-time and casual staff to assist with the volumes of student papers and data involved.

With the publication of 128 Practical Resources, the style of assessments available has broadened. Increasing numbers of resources in mathematics and science report diagnostic information in terms of common errors, likely misconceptions, inappropriate calculations, and so on. Analysis of responses to sets of resources has been undertaken and data from the ARB has been used to report on curriculum outcomes nationally in science and mathematics. (Cedric Croft (project leader), Sally Boyd, Alex Neill, Chris Marston, Ed Strafford, Gareth Rapson, Christina Smits, Kirsten Harrison, Jane Tetava and Nicholas Edmonds. Mark Smith, Neil Reid and Jill Galbraith undertook contract work during the year)

### Learning and Teaching Stories: Action Research on Evaluation in Early Childhood.

The development of Te Whāriki, the New Zealand early childhood curriculum, has posed particular challenges towards ensuring that the processes for assessment and evaluation are in the interests of children and their families and fit alongside the principles of Te Whariki itself.

In this collaborative study, the authors' framework of 'Learning and Teaching Stories,' a 'user-friendly' approach to assessment and self-evaluation, was trialled using an action research approach. Six different early

childhood centres participated in three regions of New Zealand. This report discusses action research as a process for self-evaluation, and the implications of the findings of this phase of the project for early childhood self-evaluation practices.

(Margaret Carr, Helen May, Valerie N. Podmore with Pam Cubey, Ann Hatherly and Bernadette MacArtney)

### Impact Of Educational Reform

Results from NZCER's sixth national survey of the impact of the last decade's educational reforms were published in the comprehensive report *Ten years on: how schools view educational reform*. The report showed that while parental satisfaction with schools continued to be high, teachers and principals had higher workloads, and felt they needed more support for their work from government. More schools faced competition, but there was no evidence that this improved the quality of education. Increased parental choice had uneven effects. Overall, Maori and children from low income families continued to be disadvantaged. (Cathy Wylie)

### Improving The Fire Safety of Vulnerable Groups: Phase One

This study, funded by the Contestable Research Fund of the New Zealand Fire Service Commission, used focus groups and individual interviews to investigate fire safety understanding and practices amongst groups identified in New Zealand and overseas research as having a particularly high risk of fire fatalities. The study also involved the development of draft educational resources designed to address the particular risk factors faced by the different groups.

The groups were Maori and non-Maori low-income families with preschool children, and Maori and non-Maori older people living at home. (Anna Chalmers)

### Ngati Porou and East Coast Longitudinal Research Opinions

A plan for longitudinal research related to the *Whaia te iti kahurangi* project for the revitalisation of education, and the renewal of social and economic strengths, in Ngati Porou and East Coast communities was developed for Parata/Gardiner. (Cathy Wylie and Margaret Wilkie)

### Palmerston North — Future Schooling

This study for the Palmerston North Education Reference group provided a picture of the aspects of school quality which are important to parents, students, educators and trustees in the city, to inform planning for

the provision of education in the future. It also gathered useful material about processes of school choice, and the kinds of information which families use to make their choice of school. (Cathy Wylie and Anna Chalmers)

### **Pono Ki Te Kaupapa Puna Ko Te Reo: A Study of Early Kohanga Reo and their Whanau**

This project records the progress of the first cohort of Kohanga Reo graduates, and whanau development through involvement. Te Kohanga Reo Trust 'ako' were recruited as researchers who reported and wrote up their findings. Those findings were gathered together, analysed and developed into a finished report. The report is now with Huia Communications awaiting publication. (Danica Waiti, Peter Keegan, Vyletta Tapine, Sheridan McKinley, Wharehuia Hemara, Gloria Hanson)

### **So — What's So Special about Special Education for Maori?**

The process of ongoing development of Special Education 2000 policy and its implementation required a Maori perspective. This contract research project focused on the issues for Maori, in particular aiming to identify 'what's so special about special education for Maori?' The research found that there is a definite Maori perspective about the education of children with special needs, and the majority of respondents considered that SE2000 policy failed to acknowledge this perspective. (Margaret Wilkie)

### **Teachers' use of Research to Inform their Practice**

This project investigated teachers' take-up of research and theory gained from professional development courses and subsequently utilised in their work with students. (Anna Chalmers and Sally Boyd)

### **Transition to School from Pacific Islands Early Childhood Services**

This project was designed to document experiences of transition to school of families from each of five Pacific Islands groups. The emphasis is on language and children's other experiences as they move from Pacific Islands early childhood centres into English-language primary schools. The report describes culturally appropriate methodologies, drawing on the interviews with Cook Islands, Niue, Samoan, Tokelauan, and Tongan families. It includes a literature review, background educational statistics, and detailed findings from interviews with children, parents, and teachers.

Parents expressed concerns about the maintenance of their children's Pacific Islands language and culture. Other themes and key issues include: home-school relationships and partnerships, expectations of teachers and parents, the hidden curriculum and bullying, curriculum continuity, literacy, teacher education, and Pacific Islands representation. (Le'autuli'ilagi M. Sauvao, Lia Mapa, and Valerie N. Podmore assisted by Tapaeru Tereora, Suria Timoteo, Ina Mora, and David Yeboah)

### **Trends in Feminisation of the Teaching Profession in OECD Countries 1980–1995**

This project provides an analysis of the available statistical material on changes in the proportion of women at different levels of the teaching profession in a set of OECD countries, and shows whether these changes affected women's access to principalships, teachers' pay and conditions. (Cathy Wylie)

## Continuing Projects

- Assessment Resource Banks— Part 5(ii)* (Cedric Croft, Christina Smits, Sally Boyd, Chris Marston, Alex Neill, Mark Smith, Ed Strafford, Sue McDowall, Gareth Rapson, Jane Tetava, Kirsten Harrison, Nicholas Edmonds, Jill Galbraith)
- Competent Children at 10 and 12* (Cathy Wylie, Jean Thompson, Cathy Lythe, Karyn Dunn, Jane Dugdale, Roberta Tiatia)
- Engaging Maori Children in Mainstream Education* (Wharehuia Hemara, Gloria Hanson, Vyletta Tapine)
- Essential Skills Assessments—Information Skills* (Cedric Croft, Karyn Dunn, Gavin Brown, Lia Mapa, Barb Bishop)
- Essential Skills Assessments: Work and Study Skills* (Gavin Brown and Lia Mapa)
- Improving the Fire Safety Knowledge and Practices of Vulnerable Groups Phase Two* (Anna Chalmers)
- Information and Communication Technologies and Literacy Skills of Primary Students* (Sally Boyd and Sue McDowall)
- Maori Parental/Whanau Concerns and Involvement in Their Children's Education* (Sheridan McKinley)
- Maori Pedagogies: A View from the Literature* (Wharehuia Hemara)
- Post-secondary Transition*, (Anna Chalmers, Sally Boyd)
- Roles of Changes in Family Resources over time for New Zealand Children* (Cathy Wylie)
- Special Education for Maori* (Margaret Wilkie)
- Stocktakes/Evaluations of Existing Diagnostic Tools in Reading, Writing and Mathematics* (Cedric Croft, Ed Strafford, Lia Mapa)
- Te Anga Whakamua* (Hurihia Tuteao)
- Te Rerenga a Te Piere: Maori Children's Language and Achievement Project* (Garrick Cooper, Taina McGregor)
- The Effects for Children of their Family's Receipt of Government Benefits: a literature review* (Cathy Wylie)
- The Implications of Full Funding for Maori: a literature review* (Cathy Wylie and Margaret Wilkie)

## Staff Publications

- Carr, M., May, H., Podmore, V.N., with Cubey, P., Hatherly, A., & Macartney, B. (2000). *Learning and teaching stories: Action research on evaluation in early childhood: final report to the Ministry of Education*. Wellington: New Zealand Council for Educational Research.
- Croft, C. (1999). *School-wide assessment: Using the assessment resource banks*. Wellington: New Zealand Council for Educational Research.
- Croft, C., Dunn, K., & Brown, G. (2000). *Essential skills assessments: information skills*. 11 tests and Interim Teachers Manual.
- Mara, D. (1999). *Implementation of Te Whāriki in Pacific Islands early childhood centres*. Wellington: New Zealand Council for Educational Research.
- Tapine, V. (2000). (Compiled by) *Building research capacity within Maori Communities: Proceedings of a wananga*. Wellington: New Zealand Council for Educational Research.
- Wilkie, M. (2000). *So — what's so special about special education for Maori?* Wellington: New Zealand Council for Educational Research.
- Wylie, C. (1999). *Eight years old & competent: The third stage of the Competent Children project—a summary of the main findings*. Wellington: New Zealand Council for Educational Research.
- Wylie, C. (1999). *Ten years on: how schools view educational reform*. Wellington: New Zealand Council for Educational Research.
- Wylie, C., & Chalmers, A. (1999). *Future schooling in Palmerston North*. Wanganui: Ministry of Education.
- Wylie, C., Thompson, J., & Lythe, C. (1999). *Competent children at 8, families, early education, and school*. Wellington: New Zealand Council for Educational Research.
- Wylie, C. (2000). *Trends in feminisation of the teaching profession in OECD countries 1980–95*. Geneva: ILO Sectoral Activities Programme Working Paper A100 20499 999.

## Planning and Services

Providing a quality service for customers and expanding product lines in 1999–2000 has been the focus of the year for all sections in the Planning and Services group.

### HIGHLIGHTS

- Expanded capacity for product development through the contracting of external researchers.
- Improved access to and availability of information through a redesign of NZCER's web pages.

### Marketing and Customer Service

NZCER's marketing has focused on increasing the Council's visibility as a provider of professional support to education practitioners in all sectors. Regular contact has been maintained through the use of mailouts, broadcast fax, telemarketing, professional development seminars, and providing displays at major education conferences.

### Publishing

The year has been a successful one for NZCER publishing. Revenue has increased significantly. Eleven research reports were published (see Staff Publications p. 16) and ten new research-based titles have been added to the list, along with one test product and one classroom resource pack.

A new venture this year was the funding of a researcher for four months to work in a Wellington primary school. The focus was information literacy, which combined an action research project with teacher professional development. The project culminated in the publication of *Towards Information Literacy* and an information skills resource pack.

Another highlight was the development of the Supplementary Test of Achievement in Reading (STAR) test for Years 4–6.

NZCER's periodical *set: Research Information for Teachers* now has a new format and is an all New Zealand publication. *set* is recognised as the best-used source of research information in New Zealand schools. Subscription numbers are increasing.

### New Titles 1999–2000

Booker, G. (2000). *The maths game: Using instructional games to teach mathematics*. Wellington: NZCER.

Brown, H. (2000). *School-wide assessment: small schools*. Wellington: NZCER.

Doig, C. (2000). *Quality the Richmond way: Developing a successful behaviour management programme*. Wellington: NZCER.

Dymock, S., & Nicholson, T. (1999). *Reading comprehension: What is it? How do you teach it?* Wellington: NZCER.

Elley, W.B. (2000). *Supplementary test of achievement in reading*. Wellington: NZCER.

Else, A. (Ed.) (2000). *set 1, 2000: Research information for teachers*. Wellington: NZCER.

Moore, P. (2000). *Towards information literacy: One school's journey*. Wellington: NZCER.

Moore, P. (2000). *Towards information literacy — Classroom Pack*. Wellington: NZCER.

Stanley, P., & Williams, S. (2000). *After disaster: Responding to the psychological consequences of disasters for children and young people*. Wellington: NZCER.

Webber, B. (Compiled by) (2000). *Examining assessment: Conference proceedings, October 1999*. Wellington: NZCER.

Wright, J. (Ed.) (1999). *set 2, 1999: Research information for teachers*. Wellington: NZCER.

Wright, J. (Ed.) (1999). *set: special: Special education*. Wellington: NZCER.

Wright, J. (Ed.) (1999). *Early childhood folio 4: 1999. A collection of recent research*. Wellington: NZCER.

### Library And Information Services

Highlight of the year was the implementation of a new web site design and structure for <http://www.nzcer.org.nz>. This went live in January, and usage since then has doubled. Feedback has been positive about its attractiveness, ease of use and usefulness.

Library services continued to provide quality support for both internal and external users. Seven large inquiries, 1 inquiry for an external client and 3 major proposals were included in over 400 information inquiries. Demand declined for the first time in 4 years: inquiries dropped 23%, but the average time spent on them stayed the same as last year. Internal interloans declined 38% and external interloans 6%, internal loans declined 15%, but external book loans rose 31%. Cataloguing and indexing rose by 54% compared to last year.

NZARE papers and *set: Research Information for Teachers* articles are now indexed back to 1994. Some papers have been piloted as full text on our database, ready for bringing up on the web site.

EdLink (our web links page) had a revamp and usage rose 47%. EdMap (guide to NZ education information sources) remained static, with a 5% rise in usage. The EdLib group (Education Librarians) has been active with regular meetings.

## Section Six

# NZCER IN THE WIDER EDUCATION COMMUNITY

NZCER staff make a significant contribution to the wider education community by providing advice and information on a wide range of educational issues. Those achievements are recorded in this section.

## International Profile

NZCER was well represented at the combined AARE/NZARE Conference in Melbourne. Eight staff presented papers, with the final keynote address being given by the Chief Executive, Dr Richard Watkins.

Cedric Croft presented a paper on the uses of assessment resource banks at the 26th Annual Conference of the International Association for Educational Assessment, in Israel.

Chris Marston joined staff from the Assessment of Science Achievement Project, York University, Toronto, for collaborative work.

## Ministerial Review

Senior researcher, Cathy Wylie, was appointed to undertake a review of Special Education for the Government.

## Annual Conference

This year's annual conference, Examining Assessment, was held in Wellington in October. Keynote speaker was Patrick Griffin, University of Melbourne, who gave a wide international perspective on major assessment issues.

## Beeby Fellowship

The 2000 Beeby Fellowship was awarded to Neil Potter from Tweedsmuir Junior High School in Invercargill. Neil is documenting and evaluating the team teaching approach which the school has implemented.

## National Advisory Committees

Cedric Croft is a member of the following national committees:

- ➔ The Literacy Experts Group
- ➔ The National Assessment Reference Group
- ➔ The National Educational Monitoring Project Advisory Committee
- ➔ Programme for International Student Assessment National Committee
- ➔ Progress in International Reading Literacy National Advisory Committee

## INTERNATIONAL CONFERENCE AND SEMINAR PAPERS\*

### Gavin Brown

- presented a paper *Information skills: how information literate are New Zealand children?*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Anna Chalmers

- presented a paper on the interim findings from the Teachers' Use of Research study, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Cedric Croft

- presented a paper *The potential of assessment resource banks as sources of information on student performance and for curriculum evaluation*, at the 26th Annual IAEA Conference, Jerusalem, Israel (14–19 May).
- presented a paper *Development and structure of the assessment resource banks*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Sheridan McKinley

- presented a paper *Maori parent/whanau (family) concerns and involvement in their children's education*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Alex Neill

- presented a paper *Diagnostic information in the mathematics and science assessment resource banks*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Val Podmore

- presented a paper with M. Carr, P. Cubey, A. Hatherly and B. Macartney, *Learning and teaching stories: New approaches to assessment and evaluation*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Richard Watkins

- presented a paper *Directions for education research in the next millennium*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

### Cathy Wylie

- presented a paper *Choice, responsiveness, and constraint after a decade of self-managing schools in New Zealand*, at the joint AARE/NZARE Conference, Melbourne (29 November – 3 December).

## CONFERENCE, SEMINAR, AND OTHER PAPERS\*

Croft, C., & Smits, C. (1999). *Assessment resource banks part 5 : 1999–2000: Expanding and broadening ARBs in mathematics, science and English*. Report to Ministry of Education for Phase 2, Milestone 3, 1 July to 31 December 1999.

Gilbert, A., & Neill, A. (1999). *Assessment resource banks in mathematics and their diagnostic potential*. A paper presented at the New Zealand Association of Mathematics Teachers (NZAMT) Conference, Dunedin, July.

Hemara, W. (1999). *Assessment — Maori attitudes to assessment*. A paper presented at the NZCER Conference 'Examining Assessment', Wellington, October.

Wilkie, M. (1999). *Special education issues for Maori students*. Presentation and workshop for the New Zealand Resource Teacher: Learning and Behaviour (RTLb) Conference, September.

\* These papers are available from NZCER's website: [www.nzcer.org.nz](http://www.nzcer.org.nz)

## JOURNAL ARTICLES, BOOK CHAPTERS AND REVIEWS

Boyd, S. (1999). All keyed up: The uses of computers, at home and at school, by children with special needs. In *set Special: Research information for teachers*, item 7.

Brown, G. (1999). Information literacy curriculum and assessment: Implications for schools from New Zealand. In J. Henri and K. Bonanno (Eds), *The Information Literate School Community: Best Practice*, pp. 55–74. Wagga Wagga: Charles Sturt University, Centre for Information Studies.

Brown, G. (2000). Information skills: How well can New Zealand students find information? *set: Research information for teachers*, 1, 26–31.

Brown, G. (2000). [Review of *Language policy in schools: A resource for teachers and administrators*]. *TESL-EJ*, 4(3), 15.

Available: <http://www.kyoto-su.ac.jp/information/tesl-ej/ej15/r15.html>

Marston, C., & Croft, C. (1999). What do students know in science? Analysis of data from the assessment resource banks. *set: Research information for teachers*, 2, item 12.

Neill, A. (2000). Diagnosing misconceptions in mathematics: Using the assessment resource banks. *set: Research information for teachers*, 1, 40–45.

Podmore, V., & May, H. (2000). 'Teaching stories': An approach to self-evaluation of early childhood programmes. *European Early Childhood Research Journal*, 8(1).

Wylie, C. (1999). Is the land of the flightless bird the home of the voucherless voucher? *New Zealand Journal of Educational Studies*, 34(1), 99-109.

Wylie, C. (2000). New Zealand—innovation and tensions in a devolved education system. In T. Townsend and Y.C. Cheng (Eds), *Educational Change and Development in the Asia-Pacific Region*, pp. 267-284. Lisse, Netherlands and Downington, PA: Swets and Zeitlinger.

## LECTURES AND PRESENTATIONS

### Sally Boyd

- (with Chris Marston) presented two seminars entitled 'Introduction to the assessment resource banks' to secondary teacher trainees at the Wellington College of Education (4 and 6 October).
- presented a seminar entitled 'Introduction to the assessment resource banks' to participants in the Assessment Summer School at Waikato College of Education (18 January).
- presented a seminar entitled 'Introduction to the science assessment resource bank' to science teacher trainees at the Wellington College of Education (2 March).

### Gavin Brown

- gave an address entitled 'Information literacy, curriculum, and assessment' at the Centre for Information Studies Principals' Luncheon, Auckland (21 October).
- gave a presentation entitled 'NZCER's information skills research project' at a seminar held at the South and East Wellington Library Cluster meeting, Lyll Bay School (29 March).
- presented a paper entitled 'Information literacy, curriculum, and assessment' at the Auckland Primary Principals Association Conference (11-12 May).

### Anna Chalmers

- presented a paper at The Boys in School Seminar, Waitakere City Council Chambers (9 July).
- gave a presentation of work in progress on the study 'Improving the fire safety of vulnerable groups', and obtained feedback from the group on draft interview schedules for the study, New Zealand Fire Service

Functional Group (comprising the NZFS communications consultants and regional land head office managers), Wellington (16 November).

### Cedric Croft

- presented a seminar and computer workshop on 'Introducing the assessment resource banks in English' at Wellington College of Education (20 October).
- presented a session on 'The assessment resource banks and school-based assessment' at the NZEI Assistant and Deputy Principals Conference, Wellington (21 October).
- lectured to Masters students in educational assessment at the University of Canterbury on the development of the assessment resource banks (22 March).
- presented a paper, 'The assessment resource banks in mathematics, science and English—an introduction' at a Professional Development Seminar, Dunedin College of Education (13 June).
- presented a paper, 'Integrating the assessment resource banks into a school-wide assessment programme' at a Professional Development Seminar, Alexandra Teachers Centre (14 June).

### Wharehuia Hemara

- gave a presentation 'Te mahere' to Maori deliverers, Early Childhood Unit, Turangi Marae, July.
- presented a paper 'Maori pedagogies: a view from the literature' at the Annual NZEI/Te Riu Roa Conference held at Turangawaewae Marae, Ngaruawahia.
- gave a presentation entitled 'Te ahuru mowai—parents as first teachers (PAFT)' to Maori service providers at Herangi Marae, Turangi (24 August).
- gave a presentation entitled 'Assessment priorities for Maori' as part of a discussion panel, Panel Sessions and Discussion on 'Assessment Priorities for Sectors'.

### Sue McDowall

- presented a paper 'Using the assessment resource banks to best advantage' at the Innovations for Effective Schooling Conference, Auckland (25-28 August).
- (with Mark Smith) made a presentation to Assessment for Better Learning participants on the assessment resource banks at Heretaunga, Wellington (20 October).

### Sheridan McKinley

- gave a presentation of a summary of findings 'Maori parental/whanau concerns and involvement in their

children's education' at the Te Rūnanga Whāiti o Ngā Kura Kaupapa Māori at Hoani Waititi Marae (11 December).

### Chris Marston

- (with Sally Boyd) presented two seminars entitled 'Introduction to the assessment resource banks' to secondary teacher trainees at the Wellington College of Education (4 and 6 October).
- gave a presentation at Ontario Ministry of Education, Toronto, on 'Introducing New Zealand's assessment resource banks' (12 April).
- gave a presentation on ARB science and the New Zealand science curriculum at York/Seneca Institute for Science, Technology and Education, Toronto (17 April).

### Val Podmore

- gave a presentation (with Margaret Carr, Helen May, Diane Mara, Pam Cubey, Ann Hatherly, Bernadette Macartney) entitled 'New approaches to assessment and evaluation: Learning and teaching stories' at a plenary symposium held at the Seventh Early Childhood Convention, Nelson (29 September).
- gave a presentation (with Helen May) entitled 'Evaluation starting from the child's perspective' at a plenary symposium held at the Seventh Early Childhood Convention, Nelson (29 September).

### Ed Strafford

- gave a presentation 'The assessment resource banks: Teacher/student friendly! Ministry funded! ERO approved?' at the 24th National New Zealand Reading Association Conference, Dunedin (21 September).

### Hurihia Tuteao

- gave a presentation of findings from the Palmerston North Future Schooling report, to Kura Whanau, Palmerston North (1 September).

### Richard Watkins

- gave an address for the opening and concluding plenary sessions, at the New Zealand Council for Educational Research Annual Conference (October).

### Margaret Wilkie

- gave a presentation entitled 'Special education issues for Maori students' at the New Zealand Resource Teachers: Learning and Behaviour National Conference, Plaza International Hotel, Wellington (16 September).

- gave a talk on the 'Special education for Maori' research project to the Strengthening Whanau workers of te Runanga O Raukawa, Otaki (May).
- attended a meeting of Maori RTLBs called to establish an informal network of advisors to the Special Education for Maori Project (13A). Nineteen people attended the hui, conducted bi-lingually.

### Cathy Wylie

- gave a presentation of findings from the Palmerston North Future Schooling report, to Kura Whanau, Palmerston North (1 September).
- gave a presentation of findings from the Palmerston North Future Schooling report, to principals and trustees, Palmerston North (1 September).
- gave a seminar entitled 'Literacy Achievement—evidence from the Competent Children study' at the Woolf Fisher Research Centre, University of Auckland (14 October).
- gave a keynote address entitled 'Schooling improvement: What helps, what hinders?' at the Spring Seminar, 1999 Auckland branch of the New Zealand Educational Administration Society (15 October).
- gave a talk on 'Principalship—looking to the future' to the NZEI Principals' Council (24 February).
- gave a talk on 'Do we need a new kind of education?' at the WEA/WCC Monday Lunchtime Forum (27 March).
- gave a seminar on 'Social factors affecting children's competence' from a longitudinal study of Wellington children, at the Wellington School of Medicine, Wellington (12 May).
- gave two presentations entitled 'Preschool to school' at the Launch into Literacy Conference, Auckland (19 May).

## MEDIA COVERAGE OF NZCER WORK

- Brown, G. (2000). Learning: Styles or strategies? *Education Today* (2), 19 and 25.
- Croft, C. (1999, 8 October). An occasion for learning. *New Zealand Education Review*, p. 7.
- Garner, T. (2000). Children fail test of skills to look up facts. *New Zealand Herald*, 12 January, p. 1. Available: <http://www.nzherald.co.nz/storydisplay.cfm?storyID=110603>
- Marston, C. (1999, Winter). ARBs in science. *WEB*, Wellington College of Education, p. 22.

Saunders, S. (2000). Internet Insights. *Times Educational Supplement*, 10 March, p. 26.

Velde, M. (2000, March). Interview with Cedric Croft, Karyn Dunn and Gavin Brown for article on Essential Skills Assessments—Information Skills. *Education Gazette*, 20 March.

Information from '99 NZCER national survey on principal turnover and interest from teachers in becoming principals used in *NZ Herald*, other daily papers, and educational papers in February; incidence of spelling tests included in *Consumer*, January-February 2000.

Leadership/Administration column of *TheSchool Daily.com* daily newsletter, 10 February 2000. Available: <http://www.theschooldaily.com/articleView.asp?articlePK=1597>

Substantial media coverage in newspapers and radio of report of *Ten years on: How schools view educational reform* in mid-November.

The 1999 Beeby Fellow, Cheryl Doig, was interviewed live on the TVOne Breakfast programme and Newstalk ZB Christchurch.

The Competent Children study was covered in most daily newspapers, and in live interviews for Checkpoint, Mana News, Morning Report, ZB Christchurch, ZB Auckland, and national ZB Newstalk.

The Palmerston North Future Schooling study was covered by the *Manawatu Daily Herald*, and the *Guardian*.

## Section Seven

# FINANCIAL STATEMENTS

Financial Review	24
Introduction	24
Highlights	24
Statement of Financial Performance	25
Statement of Movements in Equity	25
Statement of Financial Position	26
Statement of Cash Flows	27
Statement of Commitments	28
Statement of Contingent Liabilities	28
Statement of Accounting Policies	29
Notes to the Financial Statements	31
Report of the Audit Office	35

## Financial Review

### INTRODUCTION

In this section of our annual report we provide information on our financial performance and position, together with the report on our financial statements by our independent auditor.

### HIGHLIGHTS

The council has achieved a surplus of \$22,227.

#### Significant Financial Ratios

	2000	1999
Liquidity Ratio	1.73	1.60
Net Profit Margin	0.60%	0.74%
Gross Profit Margin	48%	45%
Return on Investment	1.98	2.33
Turnover	\$4.420m	\$4.137m

## Statement of Financial Performance for the year ended 30 June 2000

	Notes	2000	1999
<b>Revenue</b>			
Sales		1,355,305	1,265,979
Government grant	1	1,109,030	1,193,542
Project revenue		1,725,114	1,454,058
Interest		62,953	65,878
Other income		167,177	157,500
<b>Total Revenue</b>		<b>4,419,579</b>	<b>4,136,957</b>
<b>Expenditure</b>			
Cost of Sales		700,554	718,028
Depreciation		118,561	113,761
Operating expenses	2	900,785	741,208
Personnel expenses		2,451,338	2,333,212
Rent		226,114	205,558
<b>Total Expenditure</b>		<b>4,397,352</b>	<b>4,111,767</b>
<b>Net Surplus</b>		<b>22,227</b>	<b>25,190</b>

## Statement of Movements in Equity for the year ended 30 June 2000

	Notes	2000	1999
Equity at start of the year		1,105,387	1,056,251
Net surplus for the year		22,227	25,190
Library Reserve		—	23,946
<b>Total recognised revenues and expenses for the period</b>		<b>22,227</b>	<b>49,136</b>
<b>Equity at year end</b>		<b>1,127,614</b>	<b>1,105,387</b>

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

## Statement of Financial Position as at 30 June 2000

	Notes	2000	1999
<b>Current Assets</b>			
Cash and bank		2,277	13,981
Short Term Deposits	3	976,725	984,958
Receivables	4	380,362	535,679
Inventory		304,136	242,367
<b>Total Current Assets</b>		<b>1,663,500</b>	<b>1,776,985</b>
<b>Non-Current Assets</b>			
Fixed Assets	5	303,975	337,847
Library	6	27,157	33,946
Product Development		17,100	15,350
<b>Total Assets</b>		<b>2,011,732</b>	<b>2,164,128</b>
<b>Current Liabilities:</b>			
Creditors	7	251,635	279,084
Advance subscriptions		40,799	33,089
Project funds received in advance		127,752	431,638
Income in advance		262,000	97,030
Employee entitlements	8	106,115	120,213
<b>Total Current Liabilities</b>		<b>788,301</b>	<b>961,054</b>
<b>Non-Current Liabilities</b>			
Employee entitlements	8	48,874	43,876
Trust Funds	9	46,943	53,811
<b>Total Liabilities</b>		<b>884,118</b>	<b>1,058,741</b>
<b>Equity</b>			
Accumulated Funds		1,127,614	1,105,387
<b>Total Equity</b>		<b>1,127,614</b>	<b>1,105,387</b>
<b>Total Equity and Liabilities</b>		<b>2,011,732</b>	<b>2,164,128</b>



David Hood, *Interim Director.*



Ruth Mansell, *Chair.*



2000

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

## Statement of Cash Flows

for the year ended 30 June 2000

	Notes	2000	1999
<b>Cash Flows from Operating Activities</b>			
Cash was provided from:			
Government grant		1,274,000	1,274,000
Sales receipts		1,430,685	1,151,404
Projects		1,494,663	1,508,626
Interest received		66,173	64,853
Trust fund receipts	9	10,926	7,300
Other receipts		167,177	132,605
Net GST received		63,038	19,968
		4,506,662	4,158,756
Cash was disbursed to:			
Salaries and related employee costs		2,478,171	2,340,725
Operating expenses		1,251,141	1,156,830
Trading inventory		701,238	515,453
Trust fund expenses	9	17,794	23,928
		4,448,344	4,036,936
Net cash inflow from Operating Activities	10	58,318	121,820
<b>Cash Flows from Investing Activities</b>			
Cash was applied to:			
Purchase of fixed assets		78,255	103,017
Net cash outflow from Investing activities		(78,255)	(103,017)
<b>Total Cash Flow</b>			
Net increase/(decrease) in cash held		(19,937)	18,803
Opening Balance Cash and Bank		998,939	980,136
<b>Closing Cash and Bank</b>		979,002	998,939
Comprising:			
Bank		2,277	13,981
Investments		976,725	984,958
		979,002	998,939

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

## Statement of Commitments

As at 30 June 2000

### LEASE COMMITMENTS

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

Lease commitments	2000	1999
Less than one year	149,427	141,957
One to two years	136,542	141,957
Two years to five years	23,503	151,824
	<hr/> 309,472	<hr/> 435,738

The New Zealand Council for Educational Research has the following leases.

	<u>Expiry Dates</u>
Building lease	8 September 2002
Canon photocopier	31 October 2002
PABX System	15 September 2002
Air conditioning system	8 August 2002

## Statement of Contingent Liabilities

As at 30 June 2000

The New Zealand Council for Educational Research has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2000 (Nil – 30 June 1999).

# Statement of Accounting Policies

## For the year ended 30 June 2000

### Reporting Entity

These are the financial statements of the New Zealand Council for Educational Research, a statutory body established under the New Zealand Council for Educational Act 1972.

The financial statements have been prepared in terms of section 32 of the New Zealand Council for Educational Research Act 1972.

### Measurement Base

The general accounting principles recognised as appropriate for the measurement and reporting of earnings and financial position on an historical cost basis, adjusted for the valuation of certain assets, are followed by the Council.

### Particular Accounting Policies

The following particular accounting policies, which significantly affect the measurement of financial performance, financial position, and cash flows have been applied.

#### 1. Receivables

Receivables are stated at their estimated net realisable value after allowing for doubtful debts.

#### 2. Inventory

Inventory, which consists of stock tests and publications, is stated at the lower of cost or net realisable value.

#### 3. Investments

Investment assets are stated at cost.

#### 4. Fixed Assets

Fixed assets are recorded at historical cost less accumulated depreciation.

Product development costs have been capitalised and are stated at cost. These will be amortised over the future benefits derived from the sale of products.

Library assets are valued using the depreciated replacement cost method. Revaluation movements are reflected in the Statement of Movements in Equity.

#### 5. Depreciation

Depreciation is provided on a straight line basis, at rates calculated to allocate the assets' cost, less estimated residual value, over their estimated useful lives. The estimated useful lives of assets are:

Furniture and fittings—up to 10 years.

Computing and electronic equipment—up to 5 years.

Product development costs—3 years.

Library collection—5 years.

### 6. Revenue

Revenue is derived through the provision of research work on behalf of various institutions, sales of educational resources to third parties, and income from its investments. Project revenue on research contracts is recognised on a percentage of completion basis. Any revenue relating to work not completed on contracts has been classified as project funds in advance. Other revenue is recognised when earned and is reported in the financial period to which it relates.

### 7. Operating Leases

Operating lease payments are included in the determination of the operating surplus in equal instalments over the lease term. All leases have options for right of renewal.

### 8. Foreign Currencies

Transactions in foreign currencies are converted at the New Zealand rate of exchange ruling at the date of the transaction.

### 9. GST

The financial statements have been prepared on a GST exclusive basis, except for accounts receivable and accounts payable which are stated with GST included (where applicable).

### 10. Financial Instruments

Revenues and expenses in relation to all financial instruments are recognised in the Statement of Financial Performance. All financial instruments are recognised in the Statement of Financial Position.

### 11. Provision for Employee Entitlements

Provision is made in respect of the Council's liability for annual leave, long service leave and retirement leave. Annual leave has been recognised on an entitlement basis at current rates of pay. Long service and Retirement leave is recognised on an "actuarial" basis based on the present value of expected future entitlements.

## 12. Income Taxes

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

## 13. Statement of Cash Flows

Cash means cash balances on hand, held in bank accounts, demand deposits and other highly liquid investments in which NZCER invests as part of its day-to-day cash management.

*Operating activities* include cash received from all income sources of the entity and records the cash payments made for the supply of goods and services.

*Investing activities* are those activities relating to the acquisition and disposal of non-current assets.

*Financing activities* comprise the change in equity and debt capital structure of NZCER.

## Changes to Accounting Policies

There have been no material changes in accounting policies since the date of the last financial statements. All policies have been applied on bases consistent with those used in previous years.

## Changes to Comparative Figures

Where necessary comparative figures have been adjusted to conform with changes in presentation and classification adopted in the current period.

## Notes to the Financial Statements

### 1. Government Grant

The New Zealand Council for Educational Research is a statutory body. The government grant shown separately in the Statement of Financial Performance is administered pursuant to a purchase agreement with the Ministry of Education.

### 2. Operating Expenses includes

	2000	1999
Board members' fees	16,583	8,361
Fees paid to Audit		
—external audit	11,600	12,000
—other services	—	2,000
Bad debts written off	249	250
Change in doubtful debts provision	(445)	(3,906)
Operating Lease expenses (excluding rent)	18,180	14,258
Loss on sale of fixed assets	3,205	3,528
Donations paid	5,701	50

### 3. Short Term Deposits

The average interest rates were 4.95 percent for 2000 and the average maturity dates were 30 days (4 percent for 1999 and maturity date 30 days).

Investments held at balance date:

	2000	1999
Short term Deposits	976,725	984,958

### Trust Funds

As at 30 June 2000, Short Term Deposits included \$46,943 (1999-\$53,811) of monies relating to specific Trust Funds (refer note 9).

### 4. Receivables

	2000	1999
Trade	163,131	231,195
Staff	—	4,426
Projects	204,287	277,722
Accrued Interest	4,694	7,913
Others	<u>8,250</u>	<u>14,423</u>
	<u>380,362</u>	<u>535,679</u>

### 5. Fixed Assets

	2000	2000	Net Book Value
	Cost	Accumulated Depreciation	30 June 2000
Furniture and fittings	337,987	191,251	146,736
Computing and electronic equipment	<u>472,403</u>	<u>315,164</u>	<u>157,239</u>
	<u>810,390</u>	<u>506,415</u>	<u>303,975</u>

	Cost	1999 Accumulated Depreciation	Net Book Value 30 June 1999
Furniture and fittings	330,058	146,753	183,305
Computing and electronic equipment	<u>414,954</u>	<u>260,412</u>	<u>154,542</u>
	<u>745,012</u>	<u>407,165</u>	<u>337,847</u>

## 6. Library Valuation

	Cost or Valuation	2000 Accumulated Depreciation	Net Book Value
Library Collection	33,946	6,789	27,157

	Cost or Valuation	1999 Accumulated Depreciation	Net Book Value
Library Collection	33,946	—	33,946

## 7. Creditors

	2000	1999
Trade	216,565	237,258
Building Provision	—	2,528
Staff Creditors	<u>35,070</u>	<u>39,298</u>
	<u>251,635</u>	<u>279,084</u>

## 8. Employee entitlements

	2000	1999
Leave Related Provisions:		
Annual Leave	103,611	116,625
Long-service leave	12,359	12,523
Retirement	<u>39,019</u>	<u>34,941</u>
	<u>154,989</u>	<u>164,089</u>
	2000	1999
Less current portion:		
Annual Leave	103,611	116,625
Long-service leave	<u>2,504</u>	<u>3,588</u>
Total current portion	<u>106,115</u>	<u>120,213</u>
Total non-current provisions	<u>48,874</u>	<u>43,876</u>

## 9. Trust Funds

The Council administers a number of trust funds on behalf of other bodies, for specific educational purposes.

Trust Funds	Balance 1 July 1999	Revenue	Expenditure	Balance 30 June 2000
JR McKenzie				
Research Scholarship	23,060	—	—	23,060
Victoria Link	6,311	—	1,057	5,254
Beeby 1998	<u>24,440</u>	<u>10,926</u>	<u>16,737</u>	<u>18,629</u>
TOTAL	<u>53,811</u>	<u>10,926</u>	<u>17,794</u>	<u>46,943</u>

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.

## 10. Cash Flow

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

	2000	1999
Net surplus	22,227	25,190
Add (Less) non-cash items:		
Depreciation	118,561	113,761
Provisions	(1,395)	(3,153)
Increase/(decrease) in non-current employee entitlements	<u>4,998</u>	<u>8,285</u>
	122,164	118,893
Add (less) movements in other working capital items:		
(Increase)/decrease in sundry debtors	155,317	366,305
(Increase)/decrease in stock	(61,769)	36,453
Increase/(decrease) in creditors	(27,449)	(102,355)
Increase/(decrease) in advance sales	7,710	(8,407)
Increase/(decrease) in project funds	(303,886)	(391,340)
Increase/(decrease) in employee entitlements	(14,098)	13,251
Increase/(decrease) in Income in Advance	<u>164,970</u>	<u>80,458</u>
	(79,205)	(5,635)
Add (less) items classified as Investing Activity:		
Add/(Less) movement in non current trust funds	<u>(6,868)</u>	<u>(16,628)</u>
Net cash inflow (outflow) from operating activities	<u>58,318</u>	<u>121,820</u>

## 11. Related Parties

There were no related party transactions during the year.

## 12. Financial Instruments

The Council is 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.

### (i) Credit Risk

Credit risk is the risk that a third party will default on its obligations to the Council, 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 collateral or security to support financial instruments as investments are with reputable financial institutions, and debtors are on normal trade terms.

(ii) *Fair Value*

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

(iii) *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.

(iv) *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 not interest rate sensitive.

### **13. Post Balance Date Events**

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



## Report Of The Audit Office

### To the readers of the Financial Statements of the New Zealand Council for Educational Research for the year ended 30 June 2000

We have audited the financial statements on pages 25 to 34. The financial statements provide information about the past financial performance of the New Zealand Council for Educational Research and its financial position as at 30 June 2000. This information is stated in accordance with the accounting policies set out on pages 29 to 30.

#### Responsibilities of the Council

The New Zealand Council for Educational Research Act 1972 requires the Council to prepare financial statements which fairly reflect the financial position of the New Zealand Council for Educational Research as at 30 June 2000 and the results of its operations and cash flows for the year ended 30 June 2000.

#### Auditor's responsibilities

Section 28 of the New Zealand Council for Educational Research Act 1972 requires the Audit Office to audit the financial statements presented by the Council. It is the responsibility of the Audit Office to express an independent opinion on the financial statements and report its opinion to you.

The Controller and Auditor-General has appointed Stephen Lucy, of Audit New Zealand, to undertake the audit.

#### Basis of opinion

An audit includes examining, on a test basis, evidence relevant to the amounts and disclosures in the financial statements. It also includes assessing:

- the significant estimates and judgements made by the Council in the preparation of the financial statements *and*
- whether the accounting policies are appropriate to the New Zealand Council for Educational Research's circumstances, consistently applied and adequately disclosed.

We conducted our audit in accordance with generally accepted auditing standards, including the Audit-

ing Standards issued by the Institute of Chartered Accountants of New Zealand. We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatements, whether caused by fraud or error. In forming our opinion, we also evaluated the overall adequacy of the presentation of information in the financial statements.

Other than in our capacity as auditor acting on behalf of the Controller and Auditor-General, we have no relationship with or interests in the New Zealand Council for Educational Research.

#### Unqualified opinion

We have obtained all the information and explanations we have required.

In our opinion, the financial statements of the New Zealand Council for Educational Research on pages 25 to 34:

- comply with generally accepted accounting practice *and*
- fairly reflect:
  - the financial position as at 30 June 2000 *and*
  - the results of its operations and cash flows for the year ended on that date.

Our audit was completed on 21 August 2000 and our unqualified opinion is expressed as at that date.

S B Lucy

Audit New Zealand

On behalf of the Controller and Auditor-General  
Wellington, New Zealand

## HOW TO FIND OUT MORE ABOUT NZCER

We are pleased to offer further information about our activities.

### You are welcome to contact us

#### We provide:

- information on our research projects, both completed and ongoing
- details of our books in print
- catalogues of our resources for early childhood education and professional development
- copies of our newsletter, *ResearchEd News*
- catalogues and price lists of test products
- copies of *Profile*, our test advisory newsletter

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