

Values

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

■ Responsive relationships

NZCER RESPECTS AND FOSTERS COLLABORATION AND RECIPROCAL EFFORTS IN ALL ITS RESEARCH RELATIONSHIPS.

■ Honouring the Treaty of Waitangi

NZCER ACCEPTS ITS RESPONSIBILITIES UNDER THE TREATY, AND IS WORKING WITH MĀORI AND TAUWI TO PROVIDE EDUCATIONAL RESEARCH AND INFORMATION APPROPRIATE TO BOTH NATIONAL ASPIRATIONS AND MĀORI DEVELOPMENT.

■ Equity

NZCER FOSTERS AND UNDERTAKES RESEARCH WHICH CONTRIBUTES TO EQUITABLE OUTCOMES IN EDUCATION.

■ Quality

NZCER PROVIDES QUALITY EDUCATIONAL RESEARCH, INFORMATION, AND ADVICE TO SUPPORT EDUCATORS.

Directory

Contact Address

10th Floor
West Block, Education House
178–182 Willis St
PO Box 3237
Wellington

Telephone 04 384 7939
Fax 04 384 7933
Internet <http://www.nzcer.org.nz>

Chair

Ruth Mansell

Director

Robyn Baker

Senior Management

Research

Cedric Croft
Pauline Waiti
Cathy Wylie

Publishing and Marketing

Bev Webber

Finance and Business

Swarna Gill

Corporate Services

Pat Teodoro

Contents

SECTION 1 Foreword	4
SECTION 2 The New Zealand Council for Educational Research	5
SECTION 3 People at NZCER	6
SECTION 4 Strategic Intentions and Achievements	10
SECTION 5 Significant Activities	16
SECTION 6 NZCER in the Wider Education Community	26
SECTION 7 Financial Statements	29

Foreword

SECTION 1

The 2002–2003 work programme of NZCER indicates the way the organisation has addressed its research priorities and provided relevant and accessible evidence-based research, publications, advice, and information to teachers and the wider community of interest.

This Annual Report records and provides details of these activities and the performance of NZCER for the 2002–2003 financial year. NZCER is described in the second section where our values, purpose, aims, and strategic goals are set out. The third section 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 strategic intentions are shown in the fourth section with the specific priorities for 2002–2003 listed and our performance against these priorities in research, publishing, information, and advisory services recorded.

The fifth section describes significant activities in research, and provides details of the publishing programme for the year. How NZCER staff actively contribute to the wider education community is reported in the sixth section. The final section contains information about NZCER’s financial performance.

The 2002–2003 Annual Report reflects the continuing commitment of NZCER staff to make a difference in New Zealand education through their research and associated activities.

The New Zealand Council for Educational Research

SECTION 2

MISSION

NZCER SUPPORTS LEARNING AND TEACHING THROUGH QUALITY EDUCATIONAL RESEARCH, RESOURCES, AND INFORMATION.

NZCER is a national organisation with a bicultural focus and an international reputation for producing quality educational research and research-based products. It aims to provide educators, students, policy-makers, and the public with innovative and independent research, analysis, and advice. NZCER provides this evidence-based research and information in a way that is both relevant and accessible to teachers and the wider community of interest.

VISION

NZCER will:

- be a high-performing, professional, growing organisation
- be proactive and responsive to the educational needs of the community
- be an organisation responsive to the Treaty of Waitangi
- contribute to improving learning.

This vision will enable NZCER to be a leading, authoritative source of quality research and independent, informed comment on educational issues, especially those in New Zealand.

Strategic intentions

NZCER is looking to build on its strengths so that it can continue to make a proactive and valuable contribution to education within a rapidly changing New Zealand society. To achieve this, NZCER aims to:

- be at the leading edge of relevant, quality educational research
- establish NZCER as a primary source of authoritative comment and information on educational issues and debates of the day
- develop an expanding range of timely, quality and innovative reports, resources, and information, and disseminate these using a range of appropriate delivery methods
- increase New Zealand expertise in educational research and development
- seek opportunities for collaborative research studies and information sharing within NZCER and externally
- take a strategic, integrated approach to communications.

People at NZCER

SECTION 3

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.



DIRECTOR
Robyn Baker
BSc, MEd, DipTchg.

CHAIR
Ruth Mansell
JP, BA, MEd, DipEdStud, DipTchg. Senior Adviser, NZ Teachers Council (until December 2002).

DEPUTY CHAIR
Professor Graham Hingangaroa Smith
BA, MA, PhD, DipTchg. Ngāti Porou, Ngāti Apa, Ngai Tahu, Ngāti Kahungunu Pro Vice Chancellor (Māori), University of Auckland.

ANNUAL REPORT 2002-2003

MEMBERS



Joce Nuttall
BEd, MEd (Distinction), DipTchg. Senior Lecturer, School of Professional Development, Christchurch College of Education.

Professor Keith Ballard
MA, PhD, DipEdPsych, DipTchg. Dean, School of Education, University of Otago.

Deirdre Dale
JP, BA. Chief Executive, Whitireia Community Polytechnic.

Associate Professor Terence J. Crooks
BSc (Hons), MSc, PhD. Department of Education and Educational Assessment Research Unit, University of Otago.

Associate Professor Margaret Carr
MA, PhD, DipEd Stud, DipNZFRU. School of Education, University of Waikato.

Professor Arohia Durie
PhD, DipTchg. Ngāti Porou, Ngai Tahu, Rongowhakaata Department of Māori and Multicultural Education, Massey University.

STAFF

Director: Robyn Baker *BSc, MEd, DipTchg*

Research

Chief Researchers

Cedric Croft *MA (Hons), AdvDipTchg, RegPsych*
(Learning, curriculum, and assessment)¹

Alison Gilmore *BA, PGDA, PhD* (Learning, curriculum
and assessment)²

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

Pauline Waiti *BSc, DipTchg*; Te Rarawa (Māori
education)

Senior Researchers

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

Marie Cameron *BEd, MPhil (Hons), DipEdPsych,*
*DipTchg*¹

Stephanie Doyle *BA, MSocSc (Hons), PhD, Cert*
(Continuing Education), *DipTchg*²

Jane Gilbert *BA, MA (Dist), PhD, DipTESL, DipTchg,*
*TTC*²

Rosemary Hipkins *BSc (Hons), MEd, DipHigherTchg*

Linda Mitchell *BA, MA*

Alex Neill *BSc, DipORS, DipTchg*

Karen Vaughan *BA, MA (Hons), PhD*

Researchers

Rachel Bolstad *BSc, MSc (Hons)*

Garrick Cooper *BA*; Ngāti Whanaunga, Ngāti
Ranginui

Karyn Dunn *MA (Hons), RegPsych*

Anne Gilbert *BA (Hons), BSc, DipTchg*

Susan McDowall *BEd, BA (Hons), DipTchg*

Teresa Maguire *BA (Hons), DipTchg*

Chris Marston *BSc, DipTchg*

Gareth Rapson *BA, DipTchg, DipEd*

Linda Sinclair *MEd (Hons), AdvDipTchg, DipESSTN*

Ed Strafford *BSocSci, DipTchg*¹

Research Assistants and Project Co-ordinators

Vyletta Arago-Kemp *BA, CertSocSt*; Ngāti Porou, Ngai
te Rangi

Fiona Beals *BEd (Tchg), MEd, DipChildrensMinistries*

Tineke Fijn *BA, DipArts, MA*

Jonathan Fisher *BSc (Mathematics), BA, DipTchg*²

Natasha Kenneally *BSc (Hons), DipTchg*

Cathy Lythe *TTC*

Maria Maniapoto *BA, DipMāoriStudies*; Ngāti
Paretekawa, Ngai Tuhoe

Lia Mapa

Alistair Pinfold *BA, MEdPsych, MA (Hons),*
CertCounsellingTheory, (Test Advisory Service)²

Christina Smits *BSc, CertGD, DipPW*

Web Publishers and HTML Administrators

Nicholas Edmonds *Business Computing Certificate*

Kirsten Edwards *BA*

Jane Tetava *NZ Trade Cert in Typography*

Statistics and Data Management

Edith Hodgen *BSc, BSc (Hons), MSc (Dist),*
HigherEdDip, Statistician and Data Manager

Hilary Ferral *BSc (Hons) (Statistics), BSc, GRSM,*
*LRAM*²

Leonid Grebennikov *MEd, PhD (Psych) (Moscow),*
DipSecSchoolTchnng (Samara),
DipEarlyChildhoodEducation (Munich)

Roberta Tiatia¹

¹ left during the year

² appointed during the year

Publishing and Marketing

Bev Webber *BEd, DipEd, TTC, CertDM*, Manager

Tanu Kapoor *BA (Hons), NZIM DipMgmt*, Marketing Assistant

Finance and Business

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

Bill Gardner, Storeperson

Joan M. Kirby *DipTchg, TTC*, Sales and Distribution Co-ordinator

Beverly Robinson, Senior Finance Officer

Frances Twaalfhoven, Customer Services Assistant

Corporate Services

Pat Teodoro *B.Iuris*, Corporate Services Manager

Administration

Anita Walford, Administration Officer; Ngai Tuhoē, Ngāti Porou

Information Services

Beverley Thomson *BA, DipNZLS*, Information Services Manager

Kristina Louis *BA, DipLib*, Reference Librarian

Christine Northover, *BA, PGDA, DipSLT, RSACertTEFL, DipTchg, TTC*, Records Clerk/Research Assistant¹

Susan Tompkinson, *BA (Hons), AIPM*, Library / Records Assistant

Support Services

Suzanne Hay, Executive Officer

Carlene Grigg

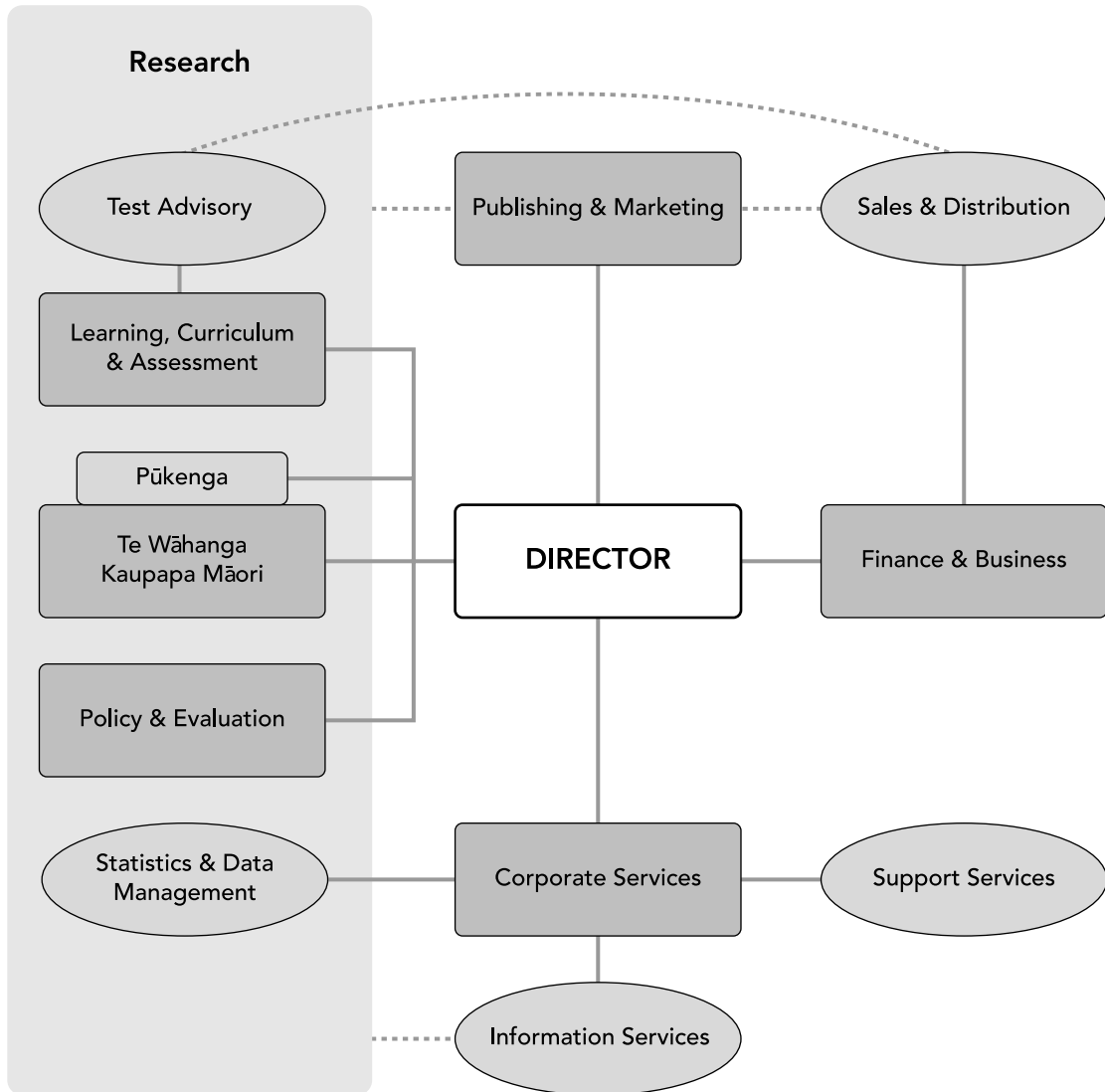
Christine Williams

¹ left during the year

² appointed during the year

STRUCTURE OF NZCER

NZCER's structure is designed to maximise the links between the key areas of the business and to ensure that the expertise of all groups contributes to quality outcomes.



Strategic Intentions and Achievements

SECTION 5

REPORT FROM DIRECTOR AND CHAIR

The 2002–2003 year saw the continued development of NZCER’s research programme with projects in our priority areas collectively contributing substantive evidence to support and inform policy and practice.

Our work in early childhood education, Māori education, and environmental education exemplifies the multifaceted approach we are taking to achieve our intention of being at the leading edge of relevant, quality educational research.

Research in early childhood has focused on three areas: policy evaluation, constructive contexts for promoting learning, and expanding knowledge about pedagogy. Consistent with another of our intentions, two of these projects have been collaborative. The evaluation of Equity Funding was a partnership with Te Kōhanga Reo National Trust and focused on improving outcomes for children through involving parents and whānau in early childhood education through a collaboration between researchers, professional development advisers, teachers, and parents.

Within the context of Māori education, Te Wāhanga Kaupapa Māori have led projects in both mainstream and kaupapa Māori settings, focusing on a range of significant current issues. These include Māori secondary teacher workload, evaluations of ICT interventions designed to improve educational achievement of Māori students, and language development of children as they move from kōhanga reo, to kura, and then to whare kura.

Environmental education is a new focus for NZCER, and again in a collaborative venture this time with the Centre for Science and Technology Education Research at the University of Waikato, we completed a three phase project: a literature review; a national survey; and case studies of good practice. The survey and case studies provide an evidence-based view of the current state of New Zealand environmental education, and supported by the national and international literature, suggest pathways for the future development of policy and practice.

While undertaking research is the cornerstone of our work, the Board is seeking to increase the impact of research on the educational community. The notion of impact includes the influence of our research findings on policy makers and teachers, and is enhanced by purposeful dissemination. Teachers are the primary audience for *set: Research Information for Teachers* and the *Early Childhood Folio*, and the ever increasing circulation for the former journal indicates our success at dissemination and practitioners' growing interest in research that informs their work. NZCER staff have also taken an active role in dissemination with presentations at conferences and seminars and by continuing to extend their advisory work both informally to policy makers and practitioners, and more formally within a range of national advisory groups.

NZCER also provides a vehicle for the dissemination of the work of other researchers. The NZCER annual conference – *Teachers make a difference: What is the research evidence?* – provided the opportunity for leading thinkers and more than two hundred participants to consider the existing evidence and to identify what might be fruitful directions for practice, policy, and research.

Two significant NZCER publications this year were the work of New Zealand authors: *The Cultural Self Review: Providing culturally effective, inclusive education for Māori learners* by Jill Bevan-Brown and *Transition from Māori to English: A community approach* by Mere Berryman and Ted Glynn. Both books provide rich resources for educators who are seeking to be better informed as they work to improve the outcomes for Māori learners.

Another publication, designed to inform and guide those interested in action research and to enhance the quality and effectiveness of their projects, is *Action research: A developmental approach* by Carol Cardno. Promoting practitioner-based research, a primary focus of this book, is consistent with another important development of this year.

NZCER won the contract to co-ordinate the Teaching and Learning Research Initiative (TLRI). The Initiative aims to build knowledge and understanding about teaching and learning in order to improve outcomes for

learners in the early childhood, school, and post-school sectors. The intention is to support projects that are undertaken as partnerships between teachers and researchers. In this way, opportunities will be provided for teachers to gain expertise as teacher-researchers and to actively engage with the findings of the research. Similarly, researchers will have new opportunities to engage in funded research and to develop a deeper understanding of teaching and learning. Overall, the TLRI provides NZCER with an additional context in which to support quality research and to effect the dissemination of research findings to the wider community.

While it is imperative that research is relevant in providing evidence for both policy and practice, it needs to do more than this. Research needs to be forward looking, to be anticipating the future questions of policy makers and teachers. Researchers need to have the opportunity to “make” research problems, not always to be guided by the policy and practice interests of the day. Similarly, researchers need to take opportunities to draw upon the findings of existing research to critique such interests and present alternative views. This year the Board allocated funds from reserves to support such work and two occasional papers were published. The first analysed different funding approaches and their impact on provision for students with special educational needs, and the second analysed relationships between ownership and quality in early childhood education centres.

The past two years have seen NZCER consolidate its overall research and publishing programme, as well as its financial position, and a key to the ongoing growth strategy of the Board is an increase in its own investment in research and publishing. In this way, we are building the diversity of research-related activities that are needed to maintain and enhance our reputation as a key source of authoritative comment and information on current and emerging educational issues and debates.



Robyn Baker, Director



Ruth Mansell, Chair

STRATEGIC INTENTIONS AND DIRECTIONS

This year the research programme focused on key themes to ensure the development of in-depth understanding of these and to draw upon existing expertise as well as building research capacity.

STRATEGIC INTENTION 1

Research: To be at the leading edge of relevant, quality educational research.

Objective:

In the 2002–2003 year NZCER will meet quality standards, and budgetary and timeframe requirements on projects in its research programme.

Achievements:

A continuing research priority has been Māori Education with projects covering issues such as language development of children as they move from kōhanga reo to kura, and then to whare kura; evaluation of ICT interventions; and Māori secondary teacher workloads. These projects have taken place in both mainstream and immersion settings.

Ngāti Whakaue Education Strategy Project was completed during the year.

Projects that will continue into the 2003–2004 year, and which met the reporting requirements as negotiated, are:

Te Rerenga ā te Pīrere*

Whaia te iti Kahurangi Evaluation

Kaupapa Ara Whakawiti Mātauranga (KAWM) Evaluation

Te Hiringa i te Mahara Evaluation

A traditional focus area for NZCER is assessment. Completed assessment projects have included a significant study that will provide baseline data which will enable the tracking of changes in classroom assessment practices over time. As well, there has been continuing development of the Assessment Resource Banks in English, mathematics, and science.

*Purchase Agreement project

Projects completed during the year were:

Classroom Assessment Practices in English and Mathematics at Years 5, 7, and 9: Phase 1*. (Phase 2 of this project met the reporting requirements as negotiated and will be completed early in the 2003–04 year).

Assessment Resource Banks – Part 6

Assessment Resource Banks – Accessibility through Te Kete Ipurangi

Early Childhood Education projects have involved the leadership of collaborative work in areas of policy, equity funding, and contexts for promoting learning and increasing knowledge about pedagogy. A major project on parental involvement is expected to yield valuable resources for early childhood services.

Projects that will continue into the 2003–04 year, and which met the reporting requirements as negotiated, are:

Parent/Whānau Involvement in Early Childhood Education*

Equity Funding Evaluation

NZCER's mission is to support learning and teaching through quality educational research, resources, and information. This year our work on schools has increased its focus on issues of transition, and the impact of the new qualifications regime in the senior secondary school area. There are also emerging, leading-edge areas of research: science education; environmental education; and information and communication technologies (ICT).

The Evaluation of Secondary Tertiary Alignment Resources project was completed during the year.

Projects that will continue into the 2003–2004 year, and which met reporting requirements as negotiated, are:

Innovative Pathways from School*

Learning Curves: Meeting student needs in an evolving qualifications regime*

NZCER National Education Surveys*

Competent Children at 12

Competent Children at 14

Notebook Valley Evaluation

ITO Action Research

Evaluating the Business of Science Initiative

Curriculum Innovation Project

The final drafts of a further six research contracts were submitted before the end of the financial year:

Early Childhood Education Professional Development and Learning Opportunities that Contribute to Positive Outcomes for Children

Evaluation of Teacher Aides Introductory Professional Development Programme – 2001–02 – Special Education

An Evaluation of Professional Development Programmes to support the Arts in the New Zealand Curriculum

Evaluation of Arts Online Professional Development in support of the Arts in the New Zealand Curriculum.

An Evaluation of Environmental Education in New Zealand Schools

The Use and Effectiveness of *The Game*

Using NEMP to Inform the Teaching of Scientific Skills

STRATEGIC INTENTION 2

Expert advice: To establish NZCER as a primary source of authoritative comment and information on educational issues and debates of the day.

Objectives:

- To provide information, advice, and assistance to those interested in education.
- To publish and disseminate informed comment

*Purchase Agreement project

contributing to the educational debates of the day using a variety of media.

- To continue to organise and lead forums on educational research, policy, and practice.

Achievements:

NZCER has continued to provide soundly-based, informed advice to the education sector and the wider community. The council has been proactive in providing opportunities for dissemination and discussion of key issues through its annual conference, media releases, invitational seminars, a variety of advisory activities, and published writing.

The NZCER conference in October, *Teachers Make a Difference: What is the research evidence?*, attracted an audience of more than 200 from a wide cross-section of the education sector. Practitioners, researchers, and policy makers joined for a day of discussion, debate, and networking.

During the year more than 40 media reports and interviews about or citing NZCER were published or broadcast. There was extensive coverage on radio, television and in the print media on the release of the research report *Learning Curves: Meeting student needs in an evolving qualifications regime* which was the first substantive study of the early impact of the National Certificate of Educational Achievement (NCEA) on student subject choice.

Invitational seminars provide a further opportunity for discussion of key issues. Practitioners, policy makers, and practitioners exchanged ideas about the implications for secondary schooling at *The Changing Secondary School* seminar which featured both the *Learning Curves* and the *Innovative Pathways from School* studies. A school leadership seminar presented by Professor James Spillane from Northwestern University, Chicago provided a further forum for discussion of a topical issue.

During the year evidence-based commentaries were released on early childhood education and special education.

STRATEGIC INTENTIONS AND ACHIEVEMENTS

NZCER researchers have contributed to expanding the pool of research knowledge and developing NZCER's external relationships with many educational organisations and agencies through the publication of 16 articles in peer-reviewed journals, and 39 conference papers and other presentations to groups such as: universities, schools, kura, and early childhood services; the Careers Service; School Support Advisory Services; the Educational Review Office; and the New Zealand Qualifications Authority.

Advice and information from NZCER researchers is widely sought. During the year 52 substantive advisory activities were undertaken on topics such as: assessment; science education; early childhood education policy and funding; secondary school qualifications; student achievement; monitoring and evaluating school support and improvement projects; research design; evaluation frameworks; school reform; Māori education; curriculum reviews; alternative education; and special education.

STRATEGIC INTENTION 3

Publishing: To develop an expanding range of timely, quality reports, resources, and information, and to disseminate these using a range of appropriate delivery methods.

Objectives:

- To publish quality research reports based on NZCER's research work.
- To publish research-based resources to support teaching and learning.
- To ensure the timely and relevant provision of published research information for teachers.

Achievements:

NZCER publishing added 13 titles to its list including research reports, academic writing, teacher resources, and student resources in both print and electronic format. Three issues of the journal *set: Research Information for Teachers* have been published and one *Early Childhood Folio*. A development this year has been the availability of *set* in CD ROM format.

STRATEGIC INTENTION 4

Professional infrastructure: To increase New Zealand expertise in educational research and development.

Objective:

To continue to provide research opportunities for educators.

Achievements:

NZCER was contracted to co-ordinate the Teaching and Learning Research Initiative which has been established by the government with annual funding of \$1 million for three years. This initiative aims to create partnerships between practitioners and researchers both to undertake research and to maximise its value and usefulness for practitioners.

NZCER is acting as Research Associate for the Wilton Playcentre, a designated early childhood Centre of Innovation.

For the first time, NZCER has participated in the Royal Society Mathematics, Science, and Technology Fellowship scheme by hosting a Fellow for 2003.

The award of the Beeby Fellowship in partnership with the New Zealand National Commission for UNESCO has enabled NZCER to offer an opportunity for an educator to increase their research expertise.

STRATEGIC INTENTION 5

Collaboration: To seek opportunities for collaborative research studies and information sharing within NZCER and externally.

Objective:

To seek opportunities for larger-scale projects (research and research-based publications and products).

Achievements:

NZCER has widened its collaborative network to include projects with: the University of Waikato's Centre of Science and Technology Educational Research; the Centre for Research Evaluation and Social Assessment;

Te Kōhanga National Trust; Wellington College of Education; the University of Melbourne; the University of Canterbury; and the Australian Council for Educational Research.

Links between groups in the research community have continued to be strengthened through the location at NZCER of the secretariat for the New Zealand Association for Research in Education (NZARE).

Negotiations with the Australian Council for Educational Research have been undertaken for the joint development and publication of a screening test in mathematics.

STRATEGIC INTENTION 6

Communication: To take a strategic, integrated approach to communications.

Objectives:

- To build strong working relationships with organisations and agencies in education (and related fields) and with politicians.
- To use events such as seminars to promote NZCER and the place of research generally.
- To raise the profile of NZCER by keeping all interest groups informed about its activities.
- To promote internal information sharing.

Achievements:

NZCER has been proactive in building strong working relationships with related organisations and agencies both within New Zealand and overseas. These include: The National Institute for Educational Research (Japan); the National Federation for Educational Research (UK); Kings College (London); Cambridge University; the Scottish Council for Educational Research; the University of Edinburgh; the University of the South

Pacific; the Ministry of Education; Career Services; the Education Review Office; the Tertiary Education Commission; MultiServe; Copeland Wilson Associates; Learning Media; New Zealand Qualifications Authority; Ministry of Research Science and Technology; Massey, Auckland, Waikato, and Victoria Universities; the Independent Schools Association; the Royal Society; the National Education Monitoring Project; the Prime Minister's Department; and the New Zealand Teachers Council.

NZCER's work is of interest to many groups. The website is regularly updated to make current news available. This year there were more than 100,000 hits recorded for the home page. Groups are kept informed during the year through the Annual Report, newsletters, an information booklet, a media kit, and product catalogues. *News and Views* which is distributed free with the newsletter and in *set: Research Information for Teachers* contains snippets of relevant NZCER research mainly for parents and whānau. Media releases announce all new research reports and major publications.

The NZCER Information Services team continued to promote communication among education librarians through its leadership of regular meetings of the Wellington-based Education Librarians group. This team receives many requests for information from external clients, mainly education practitioners and researchers. This year almost 250 enquiries were handled.

Internal information sharing has continued to have a high priority within NZCER. Weekly discussion meetings, internal electronic newsletters, project meetings, circulation of information about new publications, and regular staff meetings all contribute to a well-informed staff with a clear overview of the organisation as a whole.

Significant Activities

SECTION 6

RESEARCH IN REVIEW

The projects described in this section reflect both the diversity and substance of NZCER's research programme. There is leading-edge research on environmental education, and projects which reflect other emerging areas of research in particular the post-compulsory sector and science education. NZCER's longitudinal studies, Competent Children and Te Rerenga ā te Pīrere, continue to report findings which will influence educational thinking in New Zealand well into the future.

SELECTED COMPLETED PROJECTS

EVALUATION OF SECONDARY-TERTIARY ALIGNMENT RESOURCES

The Secondary-Tertiary Alignment Resource (STAR) was set up by Government in 1996 with two objectives:

- facilitate smooth transition and access from schooling to employment, including work-based learning; or tertiary type study or training
- improve retention in senior secondary schooling.

The evaluation of STAR in 2003 aimed to provide the Ministry of Education with information about how STAR is used in secondary schools, particularly how it benefits students so they find suitable pathways into work, or further study and training at the tertiary level. The main research questions were focused around:

- the operation of STAR in schools
- the views of key stakeholders on how successfully STAR assists student transition to further education or to the workforce
- the identification and collection of data on any outcome measures that could assist in an evaluation of how STAR is meeting its objectives.

The evaluation was divided into three phases. The first phase provided descriptive data to inform the design of subsequent phases. The second phase involved questionnaires to all STAR-funded schools, and to a sample of tertiary provider representatives. The third phase was eight case studies of STAR schools identified as "doing well" from the second phase survey.

Key findings from the project indicate that STAR is an integral part of the senior secondary school programme. There was a wide range of courses offered and a wide

range of participation among students within each school. STAR co-ordinators and students were very positive about the opportunities provided through STAR. Tertiary institution representatives regarded STAR as an important recruitment tool. Overall, STAR's greatest strength appeared to be its flexibility, allowing schools to meet the needs of their students in a myriad of different ways.

There were planning and operational challenges for schools. Many challenges involved trying to fit STAR courses to the school's existing structures. Although the success of STAR depended upon the work of the STAR co-ordinator, this position was isolated within many schools, making dealing with timetabling and National Certificate of Educational Achievement (NCEA) internal assessment issues more difficult. Such difficulties were in turn complicated by the differing, and sometimes conflicting, positions of stakeholders who were concerned to meet the needs of their institution (school or tertiary provider) as well as addressing the needs of students. Generally, these challenges related to varying interpretations of STAR's two aims of retention and transition, which were sometimes in tension, and at other times involved using retention as a means to slow and shape transition beyond school.

Key recommendations made in the final report suggested:

- "ring-fencing" STAR funding within the Operations Grant so that STAR co-ordinators no longer rely on

their principal redirecting funding to them from the Operations Grant

- raising principals' awareness of the importance of the STAR co-ordinator's role in the school
- sharing the Ministry of Education's vision for senior secondary schooling with STAR co-ordinators, and working collaboratively with them
- dealing with the relatively higher costs borne by isolated, rural (and some small) schools as an equity issue and considering making a transport and accommodation grant available
- clarifying the situation on core generic skills for schools, particularly in relation to any disadvantage faced by small and/or low decile schools.

- making taster courses more available to students as they serve an important "trailing" for students
- keeping schools' actual data as well as application data in the Ministry of Education STAR database
- clarifying the rules around usage of EFTS, and auditing schools' STAR funding regularly.
- giving schools clear information about use of student bonds and how they relate to STAR regulations on not charging students fees.

The evaluation was completed at the end of March 2003 and will be used to inform Government in future policy directions concerning the education, vocational training, tertiary study, and employment of youth, 16-19 years old.

Karen Vaughan and Natasha Kenneally

Funded by the Ministry of Education

TEACHING TO DEVELOP CHILDREN'S SCIENCE INVESTIGATION SKILLS: A NEMP PROBE STUDY

This research built on three strands of earlier research in New Zealand. A recent literature review in effective pedagogy for science education found that teachers tend to have narrow views of the purposes of practical work, with a focus at primary school levels on "fair testing". An earlier NEMP probe study found that many teachers do not appear to actively teach students the key objectives of the "Developing Scientific Skills and Attitudes" strand of *Science in the New Zealand Curriculum*. In this research project we theorised that teachers' "fair testing" views of scientific investigation provide a very limited basis for actively teaching investigative skills. The analysis of NEMP tapes provided an opportunity to develop rich descriptions of the investigative actions children actually undertake, with a view to highlighting areas of strength and also gaps in their investigative skills. The observations were analysed in the light of research literature that describes childrens' actual and potential investigative skills development, and also compared with recent work in the science exemplars project, to develop broad indicators of students' progress between Year 4 and Year 8. The analysis provided indicators of skill areas that appear to have been neglected in the childrens' learning of science investigative skills and these findings were

used to inform the design of teaching strategies that could help children to actively develop the skills specified in SNZC.

The study set out to answer three questions:

- How does NEMP data for actual student achievement in developing scientific skills correlate with the relevant achievement criteria specified on the draft exemplars matrix for science?
- How do primary teachers conceptualise opportunities and challenges for actively teaching investigative skills in science: generally, and when using NEMP tasks in particular?
- Do patterns in achievement data reflect identified strengths and weaknesses of teachers' pedagogical content knowledge in the science skills area, and if so, in what ways?

Two hundred video-taped episodes of Year 4 or Year 8 groups of children carrying out three different NEMP science investigation tasks were closely observed and subsequently analysed with reference to the review of the research literature. The tasks were *Truck Track*, *Ball Bounce*, and *Emptying Rate*. The strategies identified as a result of the analysis for the active teaching of

SIGNIFICANT ACTIVITIES

investigative skills were tried out and critiqued by 24 primary teachers during after-school focus group sessions in three different areas.

The literature suggested that children can recognise “fair tests” before they are able to produce these independently. When children were asked to carry out the pre-devised NEMP investigations this recognition appeared to take the form of intuitive actions based on tacit knowledge. It was quite common for children to carry out “fair testing” actions to control variables without any discussion.

When presented with a prescribed task, children may perceive little meaning beyond task completion in the actions they carry out. Unless the context is familiar, children may struggle to recognise variables that need to be controlled, or develop a considered causal theory that gives a sense of science meaning to their investigation. However, Year 8 children recognise and acknowledge more features of “fair tests” than Year 4 children although they do not usually display any other types of development in their approach to understanding of “fair testing”.

Children find measuring laborious, and the context of a task can greatly influence the measuring skills demanded of them. The act of measuring, followed by written recording, seems to partition sequential tests into

distinct episodes so that they are not immediately seen as parts of a whole, coherent test design. In the research literature childrens’ more limited memory capacity has been linked to their investigative ability, which perhaps exacerbates this effect. Children typically ignore experimental error, apart from occasional single instances of repetition when a result diverges too widely from what they expected. With encouragement to explore patterns of data variability, the process of test repetition might be made more meaningful.

Almost all the teaching strategies devised in view of these findings were well received by the teachers. Although they said some were familiar, very few of the approaches modelled were spontaneously mentioned by teachers when asked at the beginning of the focus groups to recount how they teach investigative skills. Teachers are attracted to teaching strategies with a strong visual element. They have a concern to use science investigations to stimulate both science learning and language development, especially for mixed-ability classes and for ESOL children. They were also excited by simple, visual, data recording strategies that make strong links to *Mathematics in the New Zealand Curriculum*.

Rosemary Hipkins and Natasha Kenneally

Funded by the Ministry of Education

EVALUATION OF FACE-TO-FACE AND ON-LINE PROFESSIONAL DEVELOPMENT PROGRAMMES TO SUPPORT *THE ARTS IN THE NEW ZEALAND CURRICULUM*

NZCER researchers recently completed evaluations of two Ministry of Education initiatives designed to support the implementation of *The Arts in the New Zealand Curriculum*. The smaller of the two projects documented teachers’ self-reports of their patterns of use of the Arts Online website and their perceptions of its usefulness. The website providers and the national co-ordinators of the arts curriculum were also interviewed and their views of the initiative were outlined.

The Arts Online website was designed to provide professional development for the implementation of

The Arts in the New Zealand Curriculum for rural teachers, who might not be able to easily access face-to-face professional development. The site hosted interactive forum events, as well as providing planning guidance and resources for teaching and learning. ICT support was structured into the site and also available by telephone and, in some cases, via personal visits by the facilitators to participants’ schools. Teachers appreciated the flexible learning opportunities and resources provided.

The larger research project evaluated the face-to-face professional development programmes to support the

implementation of *The Arts in the New Zealand Curriculum* in New Zealand primary and secondary schools. This professional development took place within two different provision models; curriculum leadership and whole school. Data were gathered using postal questionnaires, telephone interviews, and analysis of existing documents and data gathered by the Ministry of Education and programme providers. The research also included case studies of six schools' experiences implementing the arts curriculum.

The research documents the ways in which providers took account of principles for effective professional development and teachers' very positive perceptions of the effectiveness of their learning in each of the four

discipline areas within the curriculum: drama, dance, music, and the visual arts. Changes teachers subsequently made to their classroom teaching are described and students' perceptions of the positive impact of their learning in the arts is documented for each of the six case study schools. The ways in which teachers interpreted the curriculum philosophy and translated this into their teaching practice are discussed. The experiences of school principals and providers of the professional development are also reported.

Rosemary Hipkins with Ed Strafford, Roberta Tiatia, and Fiona Beals

Funded by the Ministry of Education

EVALUATION OF ENVIRONMENTAL EDUCATION IN NEW ZEALAND SCHOOLS

This evaluation, conducted with the Centre for Science and Technology Research at the University of Waikato, was designed to provide direction for the Ministry of Education and Government on future initiatives in planning, implementing and evaluating environmental education in New Zealand schools. The evaluation included three components: a national and international literature review; a critical stocktake (survey) of nearly 200 schools involved in environmental education; and case studies of environmental education practices in eight schools and kura kaupapa Māori.

The first stage, a national and international literature review, explored the origins and development of environmental education during the last thirty years. It revealed environmental education as a concept that has developed predominantly outside the mainstream education system, with strong ties to wider social, political, environmental, and cultural discourses about the environment and issues of sustainable development. The literature suggested that environmental education concepts often conflicted with conventional approaches to teaching and learning in schools, for example, concepts such as: holism, integrated curriculum, values education, student empowerment, responsibility, and participation in decision-making; taking action on environmental issues, and socially critical education. The

review described strategies used to support the environmental education initiatives in schools including international sharing of ideas through environmental education "networks"; linking environmental education resource development with teacher professional development; a shift in focus towards more centralised support for environmental education; and a culture of action-research.

The second stage, a stocktake or survey of nearly 200 schools, found that most of the teachers had been teaching environmental education for five years or less. The focus of environmental education programmes tended to be education "about" the environment, with attention to encouraging students' care and respect for the environment. Although many respondents described actions their students had taken "for" the environment, there was less evidence that student decision-making was a central facet of these actions. Overall, only half the survey respondents were familiar with the *Guidelines for environmental education in New Zealand schools*. However, seventy-five percent of environmental education leaders and/or co-ordinators were familiar with the document.

The third stage case studies included two primary schools, two area schools, one intermediate, two secondary schools, and a kura kaupapa Māori, each at

SIGNIFICANT ACTIVITIES

different stages in the journey towards becoming an “environmental education school”. Common factors leading to the schools’ involvement in environmental education included: having at least one staff member with a personal passion for environmental education; the school’s involvement in formalised environmental education programmes; and a desire to use or protect the school’s local environment as part of the school’s teaching and learning. The schools’ values, culture, and philosophy were often consistent with the aims of environmental education espoused in international literature and the *Guidelines*. In many schools, “values” were an explicit feature of the school’s language and culture. The schools also tended to have proactive approaches to staff professional development, and encouraged student leadership and responsibility. Most case study schools were formalising their commitment to environmental education by including it in school policy and planning documents. Challenges arising for survey teachers and case study schools included: dependence on key people for energy and expertise; the amount of time and energy required to sustain environmental education projects; getting other staff

and/or Board of Trustees “on board”; having sufficient resources/ideas for environmental education teaching and learning; and ease of access to environmental education agencies outside the school.

This evaluation suggests that environmental education in New Zealand schools will benefit from further strategies to support communication and dissemination of information about environmental education, and strategies for sharing ideas about “effective” environmental education practice. Other areas for consideration are: strategies for further professional development in environmental education; identification of areas where schools need resourcing for environmental education; coordination in the development and delivery of programmes and resources to support environmental education; and consideration of the visibility and status of environmental education in the curriculum.

New Zealand Council for Educational Research and the Centre for Science and Technology Research at the University of Waikato

Funded by the Ministry of Education

CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT LINKED TO ENHANCED PEDAGOGY AND CHILDREN’S LEARNING IN EARLY CHILDHOOD SETTINGS. BEST EVIDENCE SYNTHESIS

This best evidence synthesis addressed the question of “What constitutes quality professional development as it relates to learning opportunities, experiences, and outcomes for children within diverse early childhood provisions”? An extensive search was made for New Zealand and international material through library databases and contact with researchers and professional development providers. Research was critiqued and selected if it met yardsticks for quality evidence.

Cross-study analysis was undertaken and the evidence integrated to address the research questions.

The synthesis findings of the impact of professional development were summarised into three categories: enhancing pedagogy; contributing to children’s learning; and building linkages between early childhood education settings and other settings. Eight

characteristics of effective professional development linked to enhanced pedagogy and children’s learning were derived from evidence of the processes and conditions operating in the professional development programmes under review. These are:

- The professional development incorporates participants’ own aspirations, skills, knowledge, and understanding into the learning context. This is a starting point: the professional development programme introduces new ideas and provides opportunity for participants to question their experiences and views and not simply validate them.
- The professional development provides theoretical and content knowledge and information about alternative practices. Content knowledge is integrated with pedagogical knowledge.

- Participants are involved in investigating pedagogy within their own early childhood education settings. Investigative methods such as action research are useful. Such investigation encourages work on issues that are important to participants and that make a difference to their own pedagogical practice. An external professional development adviser or researcher engages in the investigation.
- Critical reflection enabling participants to investigate and challenge assumptions and extend their thinking is a core aspect. Some conditions that encourage critical reflection are collaboration with others and being exposed to their views, using deeper or different theoretical understanding, and teachers/educators thinking about their own thinking, e.g. through use of journals and diaries.
- Professional development supports educational practice that is inclusive of diverse children, families and whānau. Its focus is on pedagogy that understands, values, builds on, and extends the competencies and skills that every child brings to an early childhood setting. The professional development supports participants to work closely with families so that both are better informed about, and able to extend, the child's experiences and learning. Professional development in support of inclusive practice helps participants analyse data obtained through close observation of relationships between children and people, use formative assessment, and offer curriculum differentiation.
- The professional development helps participants to change educational practice, beliefs, understanding,

and/or attitudes. Participants are encouraged to investigate ideas and practices that stand in the way of an equitable society and may become aware of ways in which they disempower or limit groups or individuals.

- The professional development helps participants to gain awareness of their own thinking, actions, and influence. It assists participants to gain greater awareness and insight into themselves, and a stronger appreciation of the power of their role as educators.

The synthesis also identified structural features of effective professional development. These included evidence on professional development programmes (duration and intensity of programme, involvement of professional development advisers and researchers, and taking a whole service approach); evidence about participants (levels of training, qualifications, and motivation); evidence about the skills and knowledge of the professional development adviser; and features of the service that may constrain or support participants (staffing levels and tools to support and assist with analysis, evaluation, and planning).

Finally, the synthesis described areas where evidence is lacking or meagre, and in which research would be valuable.

The synthesis is one of a series in the early childhood education sector intended to underpin policy and operational development.

Linda Mitchell and Pam Cubey

Funded by the Ministry of Education

SELECTED CONTINUING PROJECTS**Competent Children and Competent Learners**

This longitudinal research project continued with analysis of the data collected at age 12, with 496 participants who remain in the study, and data-gathering with the sample as they turned 14, from late 2002. The main aims of the project are to describe the children's progress over time, and to chart the contributions made to that progress by some of the key experiences and elements in their lives: family resources; early childhood education; school experiences; interests and activities in the home or outside school; and, increasingly, their peers. In addition, we are focusing on the transition to secondary school in the age-14 phase, and on school and subject choice.

The full report of the age-12 phase should be made available in early 2004. Some data from it has been reported in a paper to the Social Policy conference on students from low-income homes who were performing at, or above, the study median when they were aged 14. That paper highlighted a number of factors which appeared to improve the performance of students from low-income homes, particularly around the use of language, and relationships and processes which support the development of a communicative identity with some sense that the child can influence events through their communication (for example, negotiate with parents).

We also started work on creating a Competent Children project database which could be used by other researchers, while maintaining participants' confidentiality. This database should be ready in late 2004.

Cathy Wylie, Jean Thompson, Cathy Lythe, Tineke Fijn, Edith Hodgen

Funded by the Ministry of Education (Contract and Purchase Agreement)

Sustaining School Improvement

The new planning and reporting framework for schools encourages greater focus on making improvements in student learning. NZCER is undertaking a two-phase study of ten primary schools to see how they make changes, and how they sustain improvement over time.

We undertook fieldwork with the schools in late 2001, and intend to return to them again in late 2004. This year, we published the full report of the first phase, and have used the findings in a number of papers for national and international conferences. We found three different starting points and, related to them, change processes, depending on whether change was triggered by crisis, rapid roll growth, or took place within a school culture of steady development. The schools had, or developed, school cultures which had a clear focus on student learning, and were learning organisations. Value was placed on gathering good quality information about student achievement and the school culture, and developing consistent approaches to assessment, using ongoing professional development approaches, and making time for staff to work together. They also used outside professional advice and expertise. This provided a stimulating and enjoyable work environment for teachers, who could see real gains in their teaching practice and in student learning.

Linda Mitchell, Marie Cameron, Cathy Wylie

Funded by the Ministry of Education (Purchase Agreement)

Te Rerenga ā te Pīrere

This longitudinal project follows a sample of 111 students participating in kōhanga reo and kura kaupapa Māori, over a four year period. Fieldwork began in 2001, with three cohorts: students who were then aged near 5, students who were age 8, and students who were age 11. The main aims of the study are to provide information about the roles of home, kōhanga reo and kura in Māori children's competencies in spoken and written te reo Māori, knowledge of tikanga Māori, numeracy, and in their sense of identity. Information is collected about opportunities to speak te reo Māori, and patterns of reading, computer use, and media use at home. The study provides a snapshot of the students and their educational settings at each phase, and over time, will allow us to chart patterns in students' progress in kaupapa Māori education.

A draft report of the phase 1 material was written, and discussed with the advisory group for the project in June 2003. Fieldwork for phase 2 was also completed during

this year, and will be reported in early 2004.

Garrick Cooper, Vyletta Arago-Kemp, with Cathy Wylie

Funded by the Ministry of Education (Purchase Agreement)

Early Childhood Education Equity Funding Evaluation

Early Childhood Education Equity Funding is a scheme first implemented in 2002. It provides some additional funding to bulk funding for services that are in low income communities, may have a significant number of children with special needs or from non-English speaking backgrounds, are based on a language and culture other than English, and/or are in isolated areas. Equity Funding is intended to reduce disparity, improve quality and increase participation.

NZCER and Te Kōhanga Reo National Trust are collaborating to undertake an evaluation of Equity Funding, gathering information from interviews with key national organisation representatives, from national surveys and from case studies in kōhanga reo, education and care centres, kindergartens, Pasifika centres, playcentres, hospital and home-based services. The research is organised in two phases, a year apart. The research in the first phase is designed to reveal how much services know about Equity Funding, the needs they have in each of the funding areas, and how they anticipate the funding would enable them to meet those needs. In the second phase, the research is designed to reveal whether and how Equity Funding has improved quality and participation, what it has allowed services to do that they were not doing before, what differences it has made to the services to which it is targeted, and whether there is a minimum amount of Equity Funding that can make a difference.

The national surveys will gather data on the use of Equity Funding and any policy and operational matters identified in the case studies, and set the case studies within a broader context.

The evaluation started in June 2002 and finishes in September 2004. The first phase report was near completion at the end of June 2003.

Linda Mitchell

Funded by the Ministry of Education

STAFF PUBLICATIONS

Boyd, S., McDowall, S., & Cooper, G. (2002). *Innovative pathways from school: the case studies. Phase 1 report*. Wellington: New Zealand Council for Educational Research.*

Dunn, K., Strafford, E., & Marston, C. (2003). *Classroom assessment practices in English and mathematics at years 5, 7, and 9*. Wellington: New Zealand Council for Educational Research.*

Hipkins, R., & Vaughan, K. (2002) *Learning curves, meeting student needs in an evolving qualifications regime: From Cabbages to Kings, a first report*. Wellington: New Zealand Council for Educational Research.*

Hipkins, R., Bolstad, R., Baker, R., Jones, A., Barker, M., Bell, B., Coll, R., Cooper, B., Forret, M., France, B., Haigh, M., Harlow, A., & Taylor, I. (2002). *Curriculum, learning and effective pedagogy: a literature review in science education*. Report prepared for Ministry of Education by the Centre for Science, Technology and Educational Research, University of Waikato and the New Zealand Council for Educational Research. Wellington: Ministry of Education.

Mitchell, L. (2002). *Non-profit and for-profit early childhood services: a review of research evidence*.

Mitchell, L., Cameron, M., & Wylie, C. (2002) *Sustaining school improvement: Ten primary schools' journeys*. Wellington: New Zealand Council for Educational Research.*

Tasker, G., & Hipkins, R. (2002). *Social issues: Alcohol: a resource for health education teachers of years 12 and 13 students*. Christchurch: Christchurch College of Education.

Vaughan, K. (2002). *Turning barriers into opportunities: A literature review on small to medium-sized enterprise (SME) engagement with formal training*. Wellington: New Zealand Council for Educational Research and Skill New Zealand.

* Available at: www.nzcer.org.nz

JOURNAL ARTICLES, BOOK REVIEWS, AND CHAPTERS

- Baker, R. (2002). Secondary education and research in New Zealand. *Educational Research for Policy and Practice*, 1, 51–63.
- Bolstad, R. (2002). Building a “vocabulary of experiences”: Supporting children’s learning in science centres. *set: Research Information for Teachers*, 2, 16–21.
- Croft, C. (2002). Write to spell in primary classrooms. *set: Research Information for Teachers*, 3, 28–32.
- Dunn, K., & Croft, C. (2002). Can we keep it? Yes we can! A summary of the Books in Homes programme evaluation. *set: Research Information for Teachers*, 3, 4–7.
- Gilbert, J. (2003). Challenging accepted wisdom: Looking at the gender and science question through a different lens. *International Journal of Science Education*, 25, (7), 861–878.
- Hipkins, R. (2002). Science and citizenship: Making links through the manner of our teaching. *New Zealand Science Teacher*, 101, 6–14.
- Hipkins, R. (2002). When schooldays are over, what sense of science lingers? *set: Research Information for Teachers*, 2, 4–7.
- Hipkins, R. (2003). DNA analysis: A whole new class of evidence. *New Zealand Science Teacher*, 103, 17–18.
- Hipkins, R., & Booker, F. (2002). You can’t investigate in a vacuum. *set: Research Information for Teachers*, 3, 21–26.
- Mitchell, L. (2003). Shifts in thinking through a teachers’ network. *Early Years. An International Journal of Research and Development*, 23, (1), 21–34.
- Mitchell, L., Cameron, M., & Wylie, C. (2002). What’s needed to support and sustain good teaching? In B. Webber (Ed.), *Teachers make a difference: What is the research evidence? NZCER conference proceedings October 2002* (pp.27–40). Wellington: New Zealand Council for Educational Research.
- Vaughan, K. (2002). New orthodoxies? The politics of alternative education in New Zealand. (Education Links (the radical education dossier)). *Blurred Boundaries and Educational Change*, 65, (Spring) 12–17.
- Vaughan, K. (2002). Some like it liminal: Finding a place for the last alternative state high school in New Zealand. *Education and Social Justice*, 4, (3), 52–59.
- Wylie, C. (2002). Meeting individual educational needs: legal identification, or systemic support? *set: Research Information for Teachers*, 2, 22–23. Full version of paper at <http://www.nzcer.org.nz>
- Wylie, C. (2003). Longitudinal research – the Competent Children project. In C. Davidson & M. Tolich (Eds.), *Social Science Research in New Zealand* (pp. 217–228). Auckland: Pearson Education.
- Wylie, C., & Thompson, J. (2003). The long-term contribution of early childhood education to children’s performance – evidence from New Zealand. *International Journal of Early Years Education*. Vol. 11, No.1, pp. 69–78.

PUBLISHING

Publishing is an integral part of the research process. NZCER publishing provides an opportunity for the dissemination of research findings from its own researchers and for research-based books from external authors whose work contributes to new knowledge and evidence-based resources for the education community.

A wide range of publishing has been carried out this year: research reports (see Staff Publications p.23.), academic writing, teacher and student resources, two CD-ROMS, and our journals *set: Research Information for Teachers*, and the *Early Childhood Folio*.

NEW TITLES, 2002-2003

set: Research Information for Teachers, 2, 2002.

set: Research Information for Teachers, 3, 2002

set: Research Information for Teachers, 1, 2003

set: Research Information for Teachers, 1, 2003. (CD version).

Berryman, M., & Glynn, T. (2003). *Transition from Māori to English: A community approach*. Wellington: New Zealand Council for Educational Research.

Bevan-Brown, J. (2003). *The Cultural Self-Review: Providing culturally effective, inclusive education for Māori Learners*. Wellington: New Zealand Council for Educational Research.

Cardno, C. (2003). *Action Research: A developmental approach*. Wellington: New Zealand Council for Educational Research.

Croft, C. (2003). *Spell Write: Teachers Manual (Revised)*. Wellington: New Zealand Council for Educational Research.

Haisman, G., & Reidy, J. (2003). *SWOT: Study Without Tears* (CD version). Wellington: New Zealand Council for Educational Research.

Timperley, H., & Robinson, V. (2002). *Partnership: Focusing the relationship on the task of school improvement*. Wellington: New Zealand Council for Educational Research.

Webber, B.(Ed.) (2002). *Teachers Make a Difference: What is the Research Evidence? Conference Proceedings*. Wellington: New Zealand Council for Educational Research.

NZCER in the Wider Education Community

SECTION 6

NZCER recognises its responsibility to the wider education community. Staff make a significant contribution to a wide range of educational activities: advisory groups, committees, working parties, and national and international conferences.

■ **Robyn Baker:**

NZQA Learning and Qualifications for Secondary Education Advisory Group

Ministry of Education's Assessment Advisory Group

National Education Monitoring Project National Advisory Committee

Royal Society Education Committee

■ **Stephanie Doyle:**

Department of Labour's Future of Work Advisory Committee

Co-opted member of WelTec Academic Board

■ **Rosemary Hipkins:**

Science Exemplars Advisory Group

NZQA Research Reference Group

Ministry of Education's Curriculum Review Groups

■ **Linda Mitchell:**

Early Childhood Advisory Committee

Technical Advisory Group to Funding and Regulatory Review

Ministry of Education's Early Childhood Education Research Policy Group

Panellist to recommend recipients for NZEI study awards

Early Childhood Education Learning and Assessment Exemplar Project Advisory Committee

■ **Cathy Wylie:**

Ministry of Education's Schools' Monitoring and Support Evaluation Framework Advisory Group

The Correspondence School Board – Deputy Chairperson

INTERNATIONAL AND NATIONAL CONFERENCE PAPERS

- Baker, R., & Jones, A. (2002). *How can international studies such as TIMSS and PISA be used to inform practice, policy and future research in science education?* Paper presented at 3rd NZ Science Education Symposium, Wellington, 22–23 November.
- Boyd, S., & McDowall, S. (2002). *Innovative pathways: The phase 1 case studies.* Paper presented at the 24th NZARE Annual Conference, Massey University, Palmerston North, 5–8 December.*
- Cameron, M., & Mitchell, L. (2002). *School development in practice: Creating learning communities.* Paper presented at 24th NZARE Annual Conference, 5–8 December.*
- Dunn, K. (2002). *New Zealand classroom assessment practices in English and mathematics.* Paper presented at the Inaugural Test Users' Conference, Sydney, July.
- Dugdale, J., & Dunn, K. (2002). *Patterns of use of psychological tests in New Zealand.* Paper presented at the Inaugural Test Users' Conference, Sydney, July.
- Hipkins, R. (2002). *Sharing science, knowing your audience.* Paper and presentation to Association of Women in Sciences (AWIS) Conference, Auckland, 3–5 July.
- Hipkins, R., & Vaughan, K. (2002). *Well I know I need English and maths.* Paper presented at Pushing the Boundaries: the heightened role of career planning in knowledge societies International Conference for the Careers Industry, Wellington, 28 November – 1 December.
- Hipkins, R. (2002). *Commonsense, trust and biotechnology: Moving beyond 'Corngate'.* Paper presented at the 8th International Pacific Rim Biotechnology Conference, Auckland, 17–20 November.
- Mitchell, L., Cameron, M., & Wylie, C. (2002). What's needed to support and sustain good teaching? In B. Webber (Ed). *Teachers make a difference. What is the research evidence?* Wellington: New Zealand Council for Educational Research.
- Mitchell, L. (2002). *Early childhood education for a democratic society. Non-profit and for-profit early childhood services.* Paper prepared for discussion by government officials and sector representatives, 1–2 October.
- Neill, A. (2002). *Issues in constructing formative tests in mathematics.* Paper presented at the 28th International Association for Educational Assessment Annual Conference, Hong Kong SAR, China, 1–6 September.*
- Parata, N., & Wylie, C. (2003). *Whaia te iti Kahurangi – strive for the ultimate: How a pioneering partnership between Te Runanga o Ngāti Porou and the New Zealand Ministry of Education is reinvigorating Ngāti Porou East Coast schools.* Paper presented at International Congress for School Effectiveness and Improvement, Sydney, 5–8 January.
- Vaughan, K., & Hipkins, R. (2002). *Learning curves: Meeting student needs in an evolving qualifications regime – key findings from the first stage of a longitudinal study.* Paper presented at 24th NZARE Annual Conference, Massey University, Palmerston North, 5–8 December.*
- Waiti, P., & Hipkins, R. (2002). *Cultural issues that challenge traditional science teaching.* Paper presented at Third Annual Science Education Symposium, Wellington, 22–23 November.
- Wylie, C., (2002). *Local and systemic roles of school trustees.* Paper presented at 24th NZARE Annual Conference, Massey University, Palmerston North, 5–8 December.*
- Wylie, C., & Mitchell, L. (2003). *Sustaining school development in a decentralised system: lessons from New Zealand.* Paper presented at International Congress for School Effectiveness and Improvement, Sydney, 5–8 January.*
- Wylie, C. (2003). *New Zealand Country Report, for 5th UNESCO-NIER Regional Meeting of Directors of Educational Research and Development Institutes, Tokyo, 27–31 January.*
- Wylie, C. (2003). *Beating the odds: Factors which can make a difference for New Zealand children from low-income homes.* Paper presented at the Connecting Policy, Research and Practice Conference, Wellington, 29–30 April.

* Available at: www.nzcer.org.nz

LECTURES AND PRESENTATIONS

Baker, R. *Research – current issues*, Presentation to School Support Advisory Services Managers, on 26 February.

Baker, R. *Science curriculum – The way forward*. Presentation to ERO Science and Mathematics Symposium, 28 March.

Boyd, S. (2002). *Innovative pathways: The case studies*. Presentation at the Changing Senior Secondary School Seminar, New Zealand Council for Educational Research, 10 October.

Boyd, S. (2003). *What's new on the Assessment Resource Banks?* Presentation to staff at Takapuna Normal Intermediate School, 19 May.

Cooper, G., Tapine, V., & Maniapoto, M. (2002). Presentation of *Te Rerenga ā te Pīrere* to kura, 7 August and 18 September.

Dunn, K. (2002). *Assessment and ethics overview, and training on the Self-Directed Search, Employee Aptitude Survey, and Careers Belief Inventory*. Workshop to career counsellors, September.

Dunn, K. (2002). *Test administration training*. Half day workshop to Air New Zealand human resources staff, October.

Hipkins, R. (2002). *Science and citizenship: Making links through the manner of our teaching*. Roger Osborne Memorial Lecture delivered at SCICON 2002, Auckland, 30 June to 4 July.

Hipkins, R. Presentation to resource teachers of Kura Kaupapa schools at the NARTAM conference, Queenstown, March 2003. Presentation covered use of new science resource materials in primary classrooms, and outlined selected cultural features of Western science.

Hipkins, R., & Vaughan, K. (2002). *Well I know I need English and maths*. Paper presented to Careers Service Seminar Day, Nelson, 3 June.

McDowall, S., & Sinclair, L. (2002). *English assessment using the ARBs*. Workshop at the New Zealand Reading Association National Conference, 8 July.

Mitchell, L. (2002). *Where policy meets practice through the use of pedagogical documentation*. Presentation to Master of Education Students at Wellington College of Education, 4 November.

Mitchell, L. (2003). *History and current context for NZ kindergartens*. Presentation to Wellington Region Free Kindergarten Association council meeting, 17 February.

Mitchell, L. (2003). *Characteristics of effective professional development in early childhood settings*. Presentation to Ministry of Education professional development advisers' hui, 17 June.

Mitchell, L., & Becker, R. (2002). *Creating collaborative practices and research partnerships*. Wellington College of Education Spring Research Seminar, 2 November.

Vaughan, K. (2003). *Learning Curves and Secondary Tertiary Alignment Resource*. Presentation to Careers Service and a group of school career co-ordinators, Nelson, 3 June.

Vaughan, K., & Hipkins, R. (2002). *Learning curves: Meeting student needs in an evolving qualifications regime: preliminary findings*. Presentation at the Changing Senior Secondary School Seminar, New Zealand Council for Educational Research, 10 October.

Waiti, P. Presentation to ERO Science and Mathematics Symposium, 28 March.

Wylie, C. (2002). *Parent role in supporting children's development*. Address given to the Eastern Bays early childhood centres' parents, Muritai School, 17 July.

Wylie, C. (2002). *Whaia te iti Kahurangi evaluation –reports 3 & 4*. Presentation to Whaia te iti Kahurangi management group, Tolaga Bay Area School, 30 October.

Wylie, C. (2003). *Longitudinal research*. Presentation to Diploma of Social Science research students, Victoria University, 13 June.

Financial Statements

SECTION 7

Financial Review	30
Introduction	
Highlights	
Statement of Financial Performance	31
Statement of Movements in Equity	32
Statement of Financial Position	33
Statement of Cash Flows	34
Statement of Commitments	35
Statement of Contingent Liabilities	36
Statement of Accounting Policies	37
Notes to the Financial Statements	39
Report of the Auditor-General	43

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 \$241,143

Significant Financial Ratios

	2003	2002
Liquidity ratio	2.23	1.95
Net Profit margin	5.20%	7.74%
Gross Profit margin	54.37%	50.38%
Return on investment	13.84	23.31
Turnover	\$5.378m	\$5.142m

STATEMENT OF FINANCIAL PERFORMANCE

for the year ended 30 June 2003

	Notes	2003	2002
Revenue			
Sales		1,615,003	1,542,512
Government grant	1	1,294,000	1,343,778
Project revenue		2,228,533	2,068,411
Interest		99,116	80,041
Other income		141,400	107,117
Total Revenue		5,378,052	5,141,859
Expenditure			
Cost of Sales		736,847	765,467
Depreciation	6	141,297	106,289
Amortisation of development costs	7	15,000	5,100
Operating expenses	2	1,262,881	1,100,055
Personnel expenses		2,683,048	2,550,077
Accommodation costs		297,836	276,184
Total Expenditure		5,136,909	4,803,172
Net Surplus		241,143	338,687

STATEMENT OF MOVEMENTS IN EQUITY

for the year ended 30 June 2003

	Notes	2003	2002
Equity at start of the year		1,622,004	1,283,317
Net surplus for the year		241,143	338,687
Total recognised revenues and expenses for the period		241,143	338,687
Equity at year end		1,863,147	1,622,004

STATEMENT OF FINANCIAL POSITION

as at 30 June 2003

	Notes	2003	2002
Current Assets			
Cash and bank		78,715	17,407
Short term deposits	3	1,650,695	1,425,695
Receivables	4	606,400	726,694
Project work in progress		86,942	108,411
Inventory		287,966	302,013
Total Current Assets		2,710,718	2,580,220
Non-Current Assets			
Fixed assets	5	325,603	264,958
Product development costs	7	30,649	45,649
Total Assets		3,066,970	2,890,827
Current Liabilities:			
Creditors	8	279,153	335,625
Advance subscriptions		67,209	58,856
Project income in advance		489,798	508,593
Grant income in advance		109,778	130,000
Employee entitlements	9	141,107	136,157
Total Current Liabilities		1,087,045	1,169,231
Non-Current Liabilities			
Employee entitlements	9	62,976	53,290
Trust funds	10	53,802	46,302
Total Liabilities		1,203,823	1,268,823
Equity			
Accumulated funds		1,863,147	1,622,004
Total Equity		1,863,147	1,622,004
Total Equity and Liabilities		3,066,970	2,890,827



Robyn Baker, Director.



Ruth Mansell, Chair.

26 August 2003

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 2003

	Notes	2003	2002
Cash Flows from Operating Activities			
Cash was provided from:			
Government grant		1,273,778	1,273,778
Sales receipts		1,647,315	1,556,455
Projects		2,327,769	2,225,607
Interest received		85,570	83,249
Trust fund receipts	10	15,000	15,000
Other receipts		139,127	104,508
Net GST received		31,340	32,098
		5,519,899	5,290,695
Cash was disbursed to:			
Salaries and related employee costs		2,557,215	2,442,691
Operating expenses		1,804,217	1,502,889
Cost of sales		664,906	708,451
Trust fund expenses	10	7,500	12,385
		5,033,838	4,666,416
Net cash inflow from Operating Activities	11	486,061	624,279
Cash Flows from Investing Activities			
Cash was provided from: sale of fixed assets			
		2,190	2,556
Cash was applied to: purchase of fixed assets			
		201,943	149,927
Net cash outflow from investing activities		(199,753)	(147,371)
Total Cash Flow			
Net increase/(decrease) in cash held			
		286,308	476,908
Opening balance cash and bank			
		1,443,102	966,194
Closing Cash and Bank			
		1,729,410	1,443,102
Comprising:			
Bank			
		78,715	17,407
Investments			
		1,650,695	1,425,695
		1,729,410	1,443,102

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

STATEMENT OF COMMITMENTS

As at 30 June 2003

LEASE COMMITMENTS

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

	2003	2002
Lease commitments		
Less than one year	195,475	47,221
One to two years	192,527	23,278
Two years to five years	503,858	27,988
	891,860	98,487

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

	<u>Expiry Dates</u>
Building lease	30 June 2008
Canon photocopier	29 April 2005
PABX System	20 March 2006
Air conditioning system	1 January 2006
Multimedia Projector	8 April 2006

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

STATEMENT OF CONTINGENT LIABILITIES

As at 30 June 2003

The New Zealand Council for Educational Research has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2003 (Nil – 30 June 2002).

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 2003

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, 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.

5. Product Development Costs

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, with a maximum period of three years.

6. 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 3 years.

7. 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. Losses on projects are recognised as soon as they are readily identifiable.

8. Operating Leases

Leases where the lessor effectively retains substantially all the risks and benefits of ownership of the leased items are classified as operating leases. Operating lease payments are included in the determination of the operating surplus in equal instalments over the lease term.

9. Foreign Currencies

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

10. 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).

11. Financial Instruments

The Council is party to financial instruments as part of its normal operations. These financial instruments

STATEMENT OF ACCOUNTING POLICIES

include bank accounts, short term deposits, receivables, and creditors. 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.

12. 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.

13. Income Taxes

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

14. 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

A change in accounting estimate regarding depreciation of computer equipment has been effected during the year. The life has been reduced from 5 years to 3 years. The impact on the current year is an increase in depreciation of \$69,439.

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.

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

	2003	2002
Board members' fees #	9,614	11,680
Fees paid to Audit		
—external audit	13,800	13,800
—other services	-	3,500
Bad debts written off	57	371
Change in doubtful debts provision	(82)	(54)
Operating Lease expenses (excluding rent)	30,264	27,781
(Profit)/Loss on sale of fixed assets	(2,190)	(2,556)
Donations paid	20,770	11,997
Board Members' Fees		
	Board Fees	Other Fees
Ballard KD	1,000	0
Crooks TJ	1,000	0
Mansell RL	1,320	5,016
Nuttall JG	500	0
Dale D ¹	778	0
	4,598	5,016
		9,614

3. Short Term Deposits

The interest rates applicable at year end were 5.45 percent for 2003 (5.5 percent for 2002).

Trust Funds

As at 30 June 2003, Short Term Deposits included \$53,802 (2002, \$46,302) of monies relating to specific Trust Funds (refer note 10).

4. Receivables

	2003	2002
Trade receivables	127,350	151,227
Project receivables	450,887	562,144
Accrued interest	17,946	4,399
Other receivables	10,217	8,924
	606,400	726,694

¹ Payments for Deirdre Dale were made to her employer, Whitireia Community Polytechnic.

NOTES TO THE FINANCIAL STATEMENTS

5. Fixed Assets

	Cost	2003 Accumulated Depreciation	Net Book Value 30 June 2003
Furniture and fittings	425,961	298,938	127,023
Computing and electronic equipment	624,071	425,491	198,580
	<u>1,050,032</u>	<u>724,429</u>	<u>325,603</u>

	Cost	2002 Accumulated Depreciation	Net Book Value 30 June 2002
Furniture and fittings	343,967	282,127	61,840
Computing and electronic equipment	<u>505,423</u>	<u>302,305</u>	<u>203,118</u>
	<u>849,390</u>	<u>584,432</u>	<u>264,958</u>

6. Depreciation

	2003	2002
Furniture and fittings	16,811	46,283
Computing and electronic equipment	124,486	60,006
	<u>141,297</u>	<u>106,289</u>

7. Product Development Costs

	2003	2002
Development costs at start of year	45,649	5,100
Development costs capitalised	-	45,649
Amortisation	(15,000)	(5,100)
Development costs at end of year	<u>30,649</u>	<u>45,649</u>

8. Creditors

	2003	2002
Trade creditors	175,582	249,535
Staff creditors	103,571	86,090
	<u>279,153</u>	<u>335,625</u>

9. Employee Entitlements

	2003	2002
Leave related provisions:		
Annual leave	141,107	136,157
Long service leave	27,119	21,758
Retirement leave	35,857	31,532
	<u>204,083</u>	<u>189,447</u>

	2003	2002
Less current portion:		
Annual leave	141,107	136,157
Long service and retirement leave	-	-
Total current portion	<u>141,107</u>	<u>136,157</u>
Total non-current provisions	<u>62,976</u>	<u>53,290</u>

10. Trust Funds

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

Trust Funds	Balance 1 July 2002	Revenue	Expenditure	Balance 30 June 2003
JR McKenzie				
Research Scholarship	18,060	-	-	18,060
Victoria Link	-	-	-	-
Beeby 1998	28,242	15,000	7,500	35,742
TOTAL	46,302	15,000	7,500	53,802

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.

11. Cash Flow

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

	2003	2002
Net surplus	241,143	338,687
Add/(Less) non-cash items	141,297	
Depreciation	15,000	106,289
Amortisation	-	5,100
Increase/(Decrease) in non-current employee entitlements	9,686	21,208
Increase/(Decrease) in non-current trust funds	7,500	2,615
	<u>173,483</u>	<u>135,212</u>
Add/(Less) Movements in other Working Capital Items		
(Increase)/Decrease in receivables	120,294	397,637
(Increase)/Decrease in work in progress	21,469	(92,912)
(Increase)/Decrease in inventory	14,047	(4,035)
Increase/(Decrease) in creditors	(56,472)	57,236
Increase/(Decrease) in advance subscriptions	8,353	(941)
Increase/(Decrease) in project income in advance	(18,795)	(134,384)
Increase/(Decrease) in employee entitlements	4,951	335
Increase/(Decrease) in grant income in advance	(20,222)	(70,000)
	<u>73,625</u>	<u>152,936</u>
Add/(Less) items classified as investing activities		
(Profit)/Loss on sale of fixed assets	(2,190)	(2,556)
Net Cash Inflow from Operating Activities	<u><u>486,061</u></u>	<u><u>624,279</u></u>

12. Related Parties

There were no related party transactions during the year (2002, Nil).

13. 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. There is a concentration of credit risk in relation to the Council's receivables due to the reliance on the Ministry of Education for 65% percent of receivables at 30 June 2003 (67% at 30 June 2002). However the Ministry of Education is a high credit quality entity.

(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 subject to interest rate risk, interest rates applicable at 30 June 2003 and 30 June 2002 are disclosed in Note 3.

14. 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 disclosed in the financial statements.



TO THE READERS OF THE FINANCIAL STATEMENTS OF NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH FOR THE YEAR ENDED 30 JUNE 2003

We have audited the financial statements on pages 31 to 42. The financial statements provide information about the past financial of the New Zealand Council for Educational Research and its financial position as at 30 June 2003. This information is stated in accordance with the accounting policies set out on pages 37 to 38.

Responsibilities of the Council

The New Zealand Council for Educational Research Act 1972 requires the Council to prepare financial statements in accordance with generally accepted accounting practice in New Zealand that fairly reflect the financial position of the New Zealand Council for Educational Research as at 30 June 2003 and the results of its operations and cash flows for the year ended on that date.

Auditor's responsibilities

Section 15 of the Public Audit Act 2001 and Section 28 of the New Zealand Council for Educational Research Act 1972 require the Auditor-General to audit the financial statements presented by the Council. It is the responsibility of the Auditor-General to express an independent opinion on the financial statements and report that opinion to you.

The 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 the Auditing Standards published by the Auditor-General, which incorporate the Auditing 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 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 31 to 42:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect:
 - the New Zealand Council for Educational Research's financial position as at 30 June 2003; and
 - the results of its operations and cash flows for the year ended on that date.

Our audit was completed on 26 August 2003 and our unqualified opinion is expressed as at that date.

S B Lucy

Audit New Zealand

On behalf of the 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

Contacts are:

■ Research

Educational Policy and Evaluation

Dr Cathy Wylie

cathy.wylie@nzcer.org.nz

Māori Education

Pauline Waiti

pauline.waiti@nzcer.org.nz

■ Website

www.nzcer.org.nz

■ Communications

Rob Murray

rob.murray@nzcer.org.nz

■ Publishing

Bev Webber

bev.webber@nzcer.org.nz

■ Sales and Distribution

Joan Kirby

joan.kirby@nzcer.org.nz

■ Test Advisory

Alistair Pinfold

alistair.pinfold@nzcer.org.nz

■ Library and Information Services

Beverley Thomson

beverley.thomson@nzcer.org.nz