

RESPONSIVE RELATIONSHIPS

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

EFFECTIVE DISSEMINATION

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

HONOURING THE TREATY OF WAITANGI

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

EQUITY

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

RESPONSIBILITY

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

QUALITY

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

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FOREWORD

The New Zealand Council for Educational Research provides educators, students, policy makers, and the public with innovative and independent research, analysis, and advice. While the purpose of NZCER remains a constant, the way in which it is implemented in practice changes to reflect current educational priorities and needs. The 2000 – 2001 work programme of NZCER indicates the way the organisation has addressed these priorities and needs to provide relevant and accessible evidence-based research 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 2000 – 2001 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 NZCER and how they support each other. The fourth section gives our specific goals for 2000-2001 and records our performance against those goals. The fifth section details our significant activities in research, publishing, information, and advisory services. How NZCER actively contributes to the wider education community is reported in the sixth section. The final section contains information about NZCER's financial performance.

Overall, the 2000 – 2001 annual report reflects the commitment of NZCER staff to continue to make a significant contribution to improving learning and teaching in New Zealand.

THE NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

● MISSION

The mission of NZCER is to support learning and teaching through quality 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 in a way that is both relevant and accessible to teachers and the wider community of interest.

● VALUES

NZCER aims to:

- Be a high-performing, growing organisation
- Be proactive and responsive to the needs of a changing educational environment
- Contribute to improving learning and teaching


These goals emphasise the need to:

- Be at the forefront of providing timely, relevant, quality educational research and evaluation
- Provide a high level of customer/client service
- Build strong working and collaborative relationships with organisations and agencies in education and related fields
- Improve dissemination of NZCER research, products, and services
- Extend the range of NZCER products and services
- Improve communication strategies.

PEOPLE AT NZCER

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.

<p>DIRECTOR Robyn Baker <i>BSc, DipTchg, MEd.</i></p>	<p>CHAIR Ruth Mansell <i>JP, MEd, DipEdStud, Dip Tchg.</i> Senior Adviser, Teacher Registration Board.</p>	<p>DEPUTY CHAIR Professor Graham Hingangaroa Smith <i>BA, MA, PhD, DipTchg.</i> Pro Vice Chancellor (Maori), University of Auckland.</p>	<p>TREASURER John Gill <i>BA, FCA.</i> Executive Chairman, Datacom Employer Services.</p>
			
<p>MEMBERS</p>			
<p>Joce Nuttall <i>BEd, MEd (Distinction), DipTchg.</i> Visiting lecturer, Advanced Education Programme, Christchurch College of Education.</p>	<p>Professor Keith Ballard <i>MA, PhD, DipEdPsych, DipTchg.</i> Dean, School of Education, University of Otago.</p>	<p>Deirdre Dale <i>JP, BA.</i> Chief Executive, Whireia Community Polytechnic.</p>	<p>Associate Professor Terence J. Crooks <i>BSc (Hons), MS, PhD.</i> Department of Education and Assessment Research Unit, University of Otago.</p>
<p>Kathie Irwin <i>BEd (Hons) (1st class), MEd, DipTchg.</i> Ngati Kahungunu, Ngati Porou. Senior Lecturer, Victoria University of Wellington.</p>	<p>Professor Richard K. Harker <i>MA, PhD, Dip. Tchg.</i> Director, Institute of Professional Development and Educational Research, Massey University College of Education.</p>		

Staff

DIRECTOR: Robyn Baker
*BSc.DipTchg.MEd*²

INTERIM DIRECTOR: David Hood
*BSc (Hons)*¹

RESEARCH

Chief Researchers

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

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

Senior Researchers

Marie Cameron *BEd, MPhil (Hons), DipEdPsych, DipTchg*²

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

Wharehuia Hemara *BA, DipLib; Ngati Maniapoto, Ngapuhi*
(Maori education)¹

Linda Mitchell *BA, MA*
(Early childhood education)²

Alex Neill *BSc, DipORS, DipTchg*
(Learning, curriculum, and assessment)²

Researchers

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

Gavin T. L. Brown *BEd, TESL (Dist'n), MEd (Hons)*¹

Garrick Cooper *BA; Ngati Whanaunga, Ngati Ranginui*²

Jane Dugdale *BA (Hons), MPhil(Psych), DipClinPsych, DipChPsychotherapy, RegPsych*

Karyn Dunn *MA (Hons), RegPsych*

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

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

Taina Tangaere McGregor *BA, MA (Hons); Ngati Porou*

Teresa Maguire *BA (Hons), DipTchg*

Chris Marston *BSc, DipTchg*

Gareth Rapson *BA, DipTchg, DipEd*

Ed Strafford *BSocSci, DipTchg*

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

Data Manager

Barbara J. Bishop *Cert Microcomputer Management, TDipWP*

Research Assistants

Tineke Fijn *BA, DipArts, MA*

Natasha Kenneally *BSc (Hons), DipTchg*

Cathy Lythe *TTC*

Lia Mapa

Christina Smits *BSc, CertGD, DipPW*

Vyletta Tapine *BA, CertSocSt, Research Project Officer; Ngati Porou, Ngai te Rangi*

Project Support Officers

Nicholas Edmonds *Business Computing Certificate*

Carlene G. Grigg

Kirsten Harrison *BA*

Shamshad Sen

Jane Tetava *NZ Trade Cert in Typography*

Roberta Tiatia

PLANNING AND SERVICES

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

Bill Gardner, Storeperson

Tanu Kapoor *BA(Hons)Economics, NZIM Dip.Mgmt*

Gloria Kerr *M.Bus.Admin, BA*¹

Joan M. Kirby *DipTchg, TTC, Distributions Officer*

Leigh Montford *CertNZLS, Assistant Librarian*

Kristina Louis *BA, DipLib, Information Services Librarian*

Beverley Thomson *BA, DipNZLS, Librarian*

Susan Tompkinson *BA (Hons), AIPM*

Frances Twaalfhoven²

FINANCE AND ADMINISTRATION

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

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

Beverly Robinson, Finance Officer

Anita Walford, Administration Officer; Tuhoë, Ngati Porou

HUMAN RESOURCES

Pat Teodoro *B.Luris, Human Resources Adviser*

DIRECTOR'S OFFICE

Suzanne Hay, Executive Officer

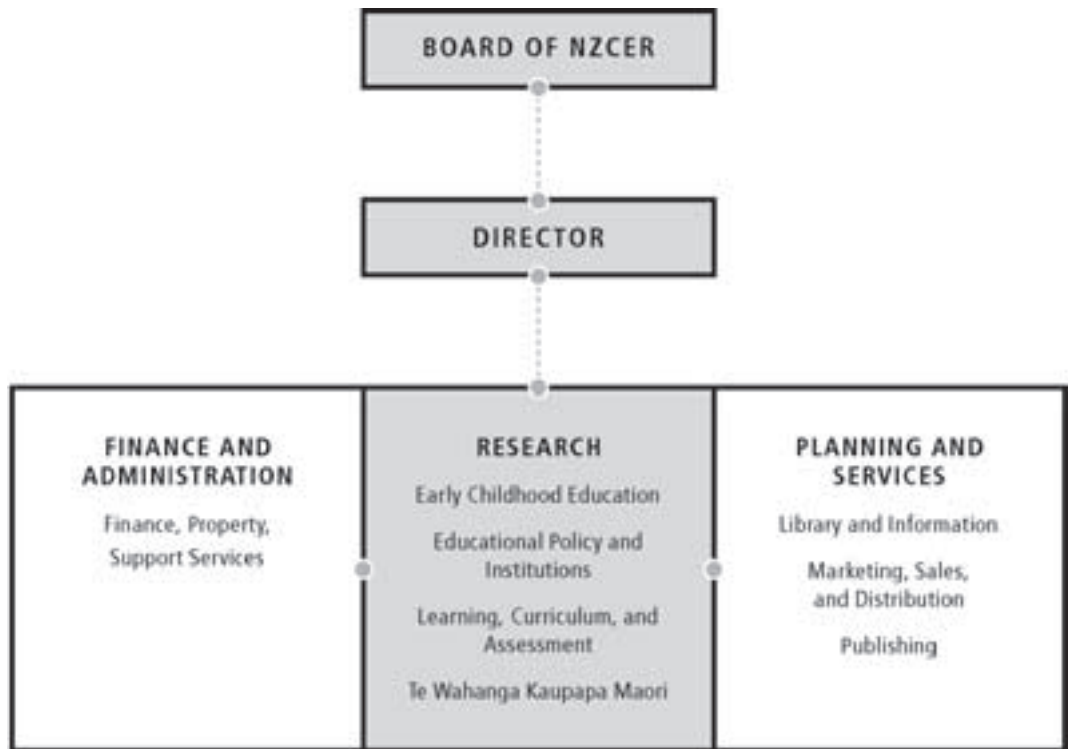
J. Fay Swann *MA, Editorial and Human Resources Support*¹

¹ left during the year

² appointed during the year

● **STRUCTURE OF NZCER**

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



GOALS AND ACHIEVEMENTS

● REPORT FROM DIRECTOR AND CHAIR

A priority for the Board of NZCER this year has been to build on the organisation's strengths so that it can continue to make a proactive and valuable contribution to education within a rapidly changing New Zealand society. Guided by its statutory functions, the Board has identified its goals within the areas of research, advice and publishing. In the research context, the Board has reaffirmed its commitment to work in areas of Maori education, early childhood education, building school and teacher professional capability, curriculum, teaching and learning with a focus on addressing underachievement, assessment and test development, programme evaluation and policy evaluation. The past year has seen staff working in all of these areas and a number of these projects are outlined in this report.

The provision of authoritative comment and information on educational issues and debates of the day is another important NZCER function. During the current year staff have provided this advice and commentary through the presentation and writing of papers, through their contribution to a number of national advisory committees and working parties, through the provision of seminars, and via the annual NZCER conference.

Further, the publication of quality reports, resources and information continues to be a critical vehicle for the dissemination of research, information, and commentary. It has been particularly satisfying that teachers and other educators have continued to view *set: Research Information for Teachers* as essential reading and the number of subscriptions for this publication has increased this year. The Board is also pleased that NZCER is able to provide a wide range of research-based resources by publishing not only the work of NZCER staff, but also that of other researchers.

The Board's aim to extend the scope of its work has seen it pursue a number of collaborative research ventures with individuals, agencies and institutions with expertise that complements, and adds to, the expertise within NZCER. It believes this is a strategy that will assist NZCER's work in its priority areas, while also enriching the education research community.

There have been a number of staff changes within NZCER this year. Robyn Baker took up her appointment as the new Director in late September. Wharehuia Hemara, a senior researcher in Te Wahanga Kaupapa Maori, resigned in May so that he could pursue his academic studies. There was a change in the Board as well, with Joce Nuttall joining in December as the Governor General's appointment.

NZCER is now looking to a new year, confident that the work of the past, and the strategic planning that has been undertaken for the future, will ensure that it continues to be a leading, authoritative voice for quality research and independent, informed comment on educational issues.


Robyn Baker, Director


Ruth Mansell, Chair

● **GOALS AND ACHIEVEMENTS**

This section of the Annual Report presents the key aims of the 2000-2001 year and shows the achievements of NZCER staff against these aims. The key aims were derived from identified strategic issues for NZCER. Among these were the need to increase research capacity; to achieve greater adherence to quality systems and processes; and to provide professional development aimed at enhancing research expertise.

The achievement of the key aims has enabled NZCER to be more responsive to the changing educational environment, and to deliver high-quality research and research-based products which contribute to improved teaching and learning.

KEY AIM 1	NZCER will be a high-performing, growing organisation.	
<p>Objective 1</p> <p>To develop and implement new quality assurance guidelines for research projects, and robust reporting and monitoring systems.</p> <p>Achievements</p> <p>Quality assurance is an important hallmark of sound research. Guidelines were reviewed and implemented during the year across all research projects.</p> <p>The improvements resulting from these revised guidelines included:</p> <ul style="list-style-type: none"> • A system for monthly reporting, which has ensured that accurate, up-to-date information on research projects is available as required • The trialling and implementation of an electronic records system, which aims to make key information more readily available across the organisation and to facilitate information sharing for collaborative work between research teams • The incorporation of records management principles, which has resulted in improved sharing and retrieval of project information • Faster responses to new needs identified during the course of projects. 	<p>Objective 2</p> <p>The research programme to meet NZCER standards, and budgetary and timeframe requirements.</p> <p>Achievements</p> <p>Nine major projects within the Purchase Agreement with the Ministry of Education were completed:</p> <ul style="list-style-type: none"> • Information & communication technology and literacy skills for 9/10 year olds – published as <i>Techno magic – whizz or fizz? the relationship between writing mode, editing process, and writing product</i> • Information & communication technology and literacy skills for 7 and 11 year olds – phase two of the above project • Special education (Maori) – published as <i>Matauranga motuhake</i> • Secondary transition – published as <i>Beyond school: final year school students’ experiences of the transition to tertiary study or employment</i> • Maori parental/whanau concerns and involvement in their children’s education –published as <i>Maori parents and education</i> • <i>Essential skills assessments: information skills</i> • A review of Special Education 2000 – published as <i>Picking up the pieces: review of Special Education 2000. He tataritanga mo te Matauranga Motuhake 2000;</i> • <i>Maori pedagogies: a view from the literature</i> • Engaging Maori children in mainstream education – not for publication. 	

Three projects are at review:

- Maori boys – contribution to their achievements
- What works – contribution to the literacy achievement of non-Maori boys
- Te Anga Whakamua - development of kura kaupapa Maori.

Six projects which will continue into the 2001-2002 year met the Purchase Agreement milestone reporting requirements:

- Essential skills assessments – work & study skills
- Essential skills – numeracy
- Parent/whanau involvement in early childhood education
- Maori access to tertiary education
- Te Rerenga ā te Pīrere: Maori children's language and achievements between ages 5 and 9
- Sustainable school improvement in New Zealand.

Six research contracts were completed:

- Assessment resource banks Part 5
- Improving the fire safety of vulnerable groups – year 2
- Stocktakes/evaluations of existing diagnostic tools in reading, writing and mathematics (in English)
- Implications of full funding for Maori
- Effects for children of their family's receipt of government benefits
- Role of changes in family resources over time for New Zealand children's competencies and resilience.

Ten research contracts which will continue into the 2001-2002 year met the milestone reporting requirements as negotiated:

- Competent children at 10
- Competent children at 12
- Assessment resource banks part 6 – expanding and broadening ARBs in mathematics, science and English
- Whaia te iti Kahurangi evaluation
- Scoping the evaluation of the digital opportunities project
- Literature review for the evaluation of the digital opportunities project
- Evaluation of professional development to support the arts in the New Zealand curriculum
- Evaluation of the teacher aides' introductory professional development programme 2001-02 – special education

- Evaluation of two ECD services: licensing and chartering advice and support, and licence exempt playgroups
- Curriculum, learning, and effective pedagogy: literature review in science education (with the University of Waikato).

Objective 3

To provide a high level of customer/client service.

Achievements

Written evaluations from funders, clients, and seminar/conference participants have consistently expressed a higher-than-average level of satisfaction.

Distribution services have maintained the Council's reputation for prompt delivery to customers by fulfilling most orders within 48 hours.

Within the organisation, priority was given to completing a records database for finished research projects. In all, 500 records were added to the database during the year. More individual support was given to staff to enable them meet the quality systems requirements for record management.

Objective 4

To review the current NZCER structure to ensure it enables the organisation to achieve its key aims.

Achievements

A review of NZCER's operating structure was carried out in the final quarter of the year. The review aimed to provide a structure which would improve the efficiency, effectiveness, and competitiveness of NZCER through better use of existing staff strengths and available resources. It included an evaluation of project administration and other support required to effectively undertake the work of the organisation.

The organisational review was informed by the development of an Information Management Strategy by the Library and Information Services. The information strategy was aimed at improving internal communication through more effective sharing of knowledge.

The new management structure is designed to come into effect from 1 July 2001. Key decisions made in the light of the review are to be incorporated in the Corporate Plan for 2001-2002, with the aim of achieving the strategic intentions of the organisation.

KEY AIM 2

NZCER will be proactive and responsive to the needs of a changing educational environment.

Objective 1

To build strong working relationships with organisations and agencies in education (and related fields).

Achievements

The value of NZCER’s professional expertise is recognised by a number of external agencies. Staff have been involved in a formal advisory capacity for the Minister of Education, the Ministry of Education, the New Zealand Qualifications Authority, and the Education Review Office.

Advisory groups for research projects are an integral part of NZCER’s quality assurance process. Members of these groups have been drawn from a wide range of educational institutions and organisations.

NZCER has continued to foster research and support innovation in schools through the annual award of the Beeby Fellowship, in partnership with the New Zealand National Commission for UNESCO.

In keeping with its aim to provide informed comment on issues of the day, NZCER presented a background paper, “The Proposed New Zealand Education Council: A Commentary”, to the Education and Science Select Committee.

The editorial board of NZCER’s journal *set: Research Information for Teachers* is comprised of members from the Universities of Waikato and Otago, Massey University, Wellington College of Education, and Banks Avenue School.

The NZCER Library team promoted communication and support between the Wellington-based Education Librarians through its leadership in the monthly meetings.

Objective 2

To develop collaborative arrangements with other research organisations and/or individual consultant researchers.

Achievements

Collaborative arrangements with contract researchers and other institutions have enabled NZCER to extend the scope of its work by providing a widened range of expertise, particularly where multi-disciplinary teams have been required.

Collaborative activities with the Australian Council for Educational Research and Bridget Williams Books have increased the publishing capacity of NZCER.

A joint venture with the New Zealand Principals’ Leadership Centre at Massey University has resulted in the back issues of *set: Research Information for Teachers* from 1996-99 becoming available on-line.

Objective 3

To improve dissemination of NZCER research, products, and services.

Achievements

NZCER’s research reaches a wide audience. A total of 61 papers, seminars, and presentations were given to organisations and agencies such as the Education and Science Select Committee, the International Reading Association, Victoria University of Wellington, the Principals’ and Deputy Principals’ Associations, the New Zealand Association for Research in Education, the New Zealand Educational Institute, the Maori Education Trust, the National Library, Wellington College of Education, and Auckland College of Education.

Information on research reports and other NZCER products and services has been disseminated regularly in a variety of ways, through catalogues, seminar/conference displays, flyers, and newsletters, with increased use being made of broadcast fax, the NZCER website and email lists.

KEY AIM 3 NZCER will contribute to improving learning and teaching.

Objective 1

To extend the range of NZCER products and services.

Achievements

In a slower year for publishing than usual, seven research reports and seven research-based titles were added to NZCER's list, as well as three issues of *set: Research Information for Teachers*. NZCER's first CDROM was produced from the print version of the *Essential Skills Assessments: Information Skills*.

There was an increase in activity within the library service. The library team completed 195 inquiries for teachers.

The use of the website has increased, with almost 50 percent of schools making regular use of the site to access information on the Assessment Resource Banks. Kimikupu Hou, the Maori lexical database published on the website came under review, and negotiations are now under way with another provider.

The test advisory service maintained its reputation for providing impartial and quality information. The service handled 1,250 inquiries, provided 50 test library loans, and processed 123 new test user registrations.

Objective 2

To improve communication strategies.

Achievements

An external consultant was engaged to analyse NZCER's current communication strategies and to suggest future directions. The report provides a sound framework for ongoing developments. It was used to inform the development of the Information Management Strategy.

NZCER's capacity to keep all interest groups informed of its activities has been enhanced by increased media presence. More than 31 national media reports or interviews about, or citing, NZCER research have been promulgated nationally. There was extensive coverage of the review of Special Education 2000 and the preliminary findings of the Competent Children at 10 project. Two new email groups have been developed and media releases for major events and research reports provided. Keeping in touch with the perceptions and needs of customers has been achieved through the development and analysis of the 2001 customer survey. A key finding from this survey was evidence of a 14 percent increase in the uptake of research by teachers since the last survey in 1997.

The website is becoming a more effective communication tool, with a 20 percent increase in homepage "hits" reported.

Objective 3

To gain leverage from research for teachers and parents.

Achievements

Possibilities for research-based resources for parents have been explored during the year, and a prototype CDROM containing mathematics games has been developed. An early childhood publication, *Thinking Together: Quality adult: child interactions*, drew on some of the material from NZCER's Competent Children project. In addition, *set: Research Information for Teachers* provided 27 research articles in a condensed and readable form.

SIGNIFICANT ACTIVITIES

● RESEARCH IN REVIEW

The research projects described in this section reflect the commitment of NZCER to be responsive to a changing educational environment. There is innovative research on the use of information and communication technology (ICT), and a timely report on transition from secondary school. Test developments show leading-edge use of technology, as well as enabling the use of formative assessment to improve teaching and learning. Significant research on Maori education has focused on whanau perceptions, resources, and participation, with the aim of identifying Maori aspirations and concerns and suggesting strategies for addressing them. Longitudinal studies being undertaken will influence New Zealand education well into the future. Key among these is the Competent Children project, which is yielding a wealth of information about the contribution of early childhood education, home, and school experiences to children's competence.

● SELECTED COMPLETED PROJECTS

Maori Parents and Education: Ko Ngā Mātua Māori me Te Mātauranga

This study was carried out to identify the aspirations and concerns of Maori parents/whanau regarding their children's education; identify issues of Maori parents'/whanau participation and non-participation in their child's education; and develop strategies to address concerns and issues, so that gaps between home and school could be positively addressed by Maori parents/whanau, teachers, principals, and boards of trustees.

A total of 12 schools in the Wellington region took part: six secondary, four primary, and two kura kaupapa Maori, both with wharekura (secondary level). Two primary and two secondary schools had bilingual-units and four secondary schools offered Maori language as a subject. Between June 1998 and January 1999, three bilingual Maori researchers interviewed Maori students and their parents, as well as principals and teachers (both Maori and Pakeha).

All the parents valued education and wanted their children to have a better education than they themselves had had. The type of school chosen was related to parents' perception of the role Maori language and/or culture would play in their child's life. Parents' concerns varied markedly by school type. For example, parents of English-medium students were concerned about attitude towards school. Parents of both English-medium and bilingual unit secondary students were concerned about the teacher's behaviour or attitude and the child's poor progress. Parents of students in bilingual units and kura kaupapa were concerned about English language literacy. Both parents and children were much more positive about primary than secondary school.

The number and type of parents' concerns indicate clearly that Maori parents want to be involved in their child's education. Parents agree that communication is the key to resolving concerns effectively. Kura Kaupapa Maori school parents were the most satisfied with communication, and also the most highly involved. Both parents and teachers at these schools saw their child's education as a joint responsibility, whereas many parents of English-medium and bilingual unit students saw it as the school's responsibility, with parents' support. Parents of English-medium secondary stu-

dents were the most likely to be dissatisfied with communication. While some Pakeha teachers and principals were able to build links with Maori families through informal meetings and reaching out into the community, in general, few actively encouraged or sought situations where this could happen. Yet teachers and principals in all three types of school acknowledged informal contact as the key to building better links with Maori parents, thus encouraging and supporting Maori students' achievement and sense of purpose. **(Sheridan McKinley)**

Funded by the Ministry of Education (Purchase Agreement)

Maori Pedagogies: A View From the Literature

Against a background of many studies on educational "gaps" between Maori and non-Maori, this project investigates traditional and contemporary Maori pedagogies through reviewing a wide range of written records and publications. It explores traditional teaching, learning and child-rearing practices and how they apply within the European context.

It concludes that when Maori first made landfall in Aotearoa/New Zealand, they already practised a range of pedagogies and curricula. Students and teachers were at the centre of the educative process, life-long intergenerational learning was normal, and students undertook gradual learning from a familiar starting point. Curricula were mixed and complementary. Giftedness was recognised and encouraged, and learning and teaching were conducted out of students' strengths. Small student numbers were normal, and one-on-one interaction was important.

Maori contact with the Western European education system has been characterised by tension between European teaching methods and Maori perceptions and performance. While Maori were more than willing to adopt some aspects of an imported system, they were unwilling to change their ways of being or world views. The encounters of two different world views and ways of operating were sometimes contradictory.

For example, while Maori appreciation of literacy helped achieve new ways of communication and information gathering, the Western European educational practices that were introduced to small tribally-based communities were products of large, industrialised, metropolitan societies. Pakeha (and some Maori) considered Maori failure within the European system to be the fault of Maori opposition, indifference, wilfulness and limited capacities. Maori (and some Pakeha) suspected that European education was a tool of the colonial enterprise and that the education on offer was irrelevant and inadequately delivered. While Pakeha disapproved of Maori child-rearing and educational practices, Maori disapproved of the type of discipline meted out by Pakeha teachers.

Using traditional, pre-European contact behaviours and conventions as guides to current and future initiatives in education could be seen as an attempt to reinforce mana for Maori communities. These communities are often seen by outsiders, and by Maori themselves, as failing in things that are considered important or relevant. As it has turned out, the way Maori educated themselves and their young appears to be applicable today. Many of the hallmarks of Maori education prove that traditional values and operating standards can be translated into contemporary contexts. It is hoped that this publication will be seen as a contribution to new educational contexts, where things which Maori consider important and relevant are given a central position. **(Wharehuia Hemara)**

Funded by the Ministry of Education (Purchase Agreement)

Techno Magic – Whizz or Fizz?: The Relationship Between Writing Mode, Editing Process, and Writing Product.

This two-stage multi-method study focused on the editing skills, processes, and tools used by 96 students and the extent to which these impacted on their writing. In the 1999-2000 financial year, data were collected from 32 year 5 students from two schools, and in 2000-2001 the study was repeated with 32 year 7 and 32 year 3/4 students from the same schools, to provide a picture of skill development between year levels.

Students were observed as they wrote, edited, and proofed two parallel pieces of writing, one with a pencil, and the other using a word processing package. Students were interviewed about their editing skills and processes and their computer use. Their teachers were interviewed about the place of editing in the writing process, their expectations of students' editing skills, and students' use of computers at school.

The student data were analysed by writing mode (computer or pencil), gender, literacy level (high or low), and year level. The main findings from this study were that:

- Students reported using home computers for writing more frequently than school computers. Students in the low literacy group reported a lower frequency of school computer use than their counterparts in the high literacy group.
- Some students, such as those in the low literacy group, reported more positive attitudes towards writing with a computer than writing in general, but their positive attitudes towards writing with computers were not being used to advantage.
- The writing samples of students at all year levels were of comparable quality regardless of writing mode, with one exception: the word-processed writing samples had fewer spelling mistakes than those completed by hand. The presence of spellcheck assisted students to correct their spelling errors and motivated them to persevere to correct mis-spelt words.
- Year 7 students wrote more in a shorter period of time and used more sophisticated editing strategies than their younger counterparts. Compared with the older students, the year 3/4 students tended to focus on editing for surface features.
- The girls in this study wrote more, edited for deep features more, and were more positive about writing than the boys.
- Most teachers reported that word processors were used by students mainly for publishing work that had been written and edited by hand, and they did not formally teach students editing skills specifically for using on a word processor. Many teachers considered students had developed these skills at home, but this perception was not borne out by observations of students' writing. This research indicates that if students are to use software such as word processors at school, they need to be formally taught editing skills that are specific to the use of this software.

(Sally Boyd and Sue McDowall)

Funded by the Ministry of Education (Purchase Agreement)

Beyond School: Final Year School Students' Experiences of the Transition to Tertiary Study or Employment

This two-year study investigated students' decision-making concerning tertiary study and other post-school destinations. In 1999 some 470 students from five schools, who intended leaving school at the end of 1999, were surveyed about their work and study plans for 2000. The purpose of this survey was to gain insight into the intended destinations of the students, the information sources they used to make their decisions, and any gaps they perceived in this information.

In late 2000, follow-up interviews were undertaken with 321 of these students to ascertain their actual destinations; their satisfaction, with hindsight, with the information they had available; their plans for the future; and the motivations and perceptions underlying their career-decision making.

The most common pattern of both intentions and actual activities for these students was to leave school after Year 13 with an A or B Bursary to study for a degree at a university, while working part-time or casually. This study was undertaken as a stepping stone towards a professional or technical career.

In 1999, almost half of the students were unsure of their career aspirations. By 2000, approximately two-thirds had a firmer idea of where they were headed career-wise, but the majority had also developed or changed their plans in some way. In 1999, more students intended to study for degree programmes at universities than actually did so in 2000.

This study identified several groups of students who were "at risk" of leaving school unprepared for the transition to work or further education. The groups identified as most "at risk" were students who left school after Year 11 or 12 (or under 17 years of age), or after Year 14; Maori and Pacific students; and students from the lower decile schools. Students in these groups potentially required more information and assistance with transition decisions.

The information source most used by students to assist their transition decision-making was "family members and relatives". However, an analysis of the information sources students used showed that those rated as the most useful in assisting transition decisions were mostly "school-, tertiary-, or employment-based"; for example, the careers information service at their secondary school or contact with people in industries they intended to work in.

The majority of students felt they had had sufficient information, advice, and preparation to help them decide what to do on leaving school. The main gap identified by students in the provision of information, advice, or preparation was "career planning"; for example, introducing career planning at a younger age.

Adequate information, advice, and preparation was directly related to the ability of these students to make good decisions. Students who did not feel that they had had enough information, advice, or preparation were more likely to say that they would have made different decisions if they were able to have their last year of schooling again. Those who had firm plans before they left school were more likely to continue on to tertiary study.

This study has indicated a need for further research concerning the transition experiences of the groups of students that have been identified as being "at risk".

(Sally Boyd, Anna Chalmers, Gene Kumekawa)

Funded by the Ministry of Education (Purchase Agreement)

Assessment Resource Banks in English, Mathematics, and Science—Part 5 (ii)

The Assessment Resource Banks are now established as a major resource for schools. The uniqueness of the ARBs is their structure, which enables teachers to select field-trialled assessment resources to match their curriculum objectives and teaching programmes in English, mathematics and science. The resources can assist teachers and schools to judge the relative performance of their students against the “typical” performance of national samples of students at given year levels. The ARBs are designed to be used as an integral part of schools’ own assessment programmes – not as a separate entity.

During the year 607 new resources were added to the Assessment Resource Banks (ARBs), bringing the total resources available to 2784 (see graph). All new resources were developed from within the project this year. In the previous year 143 resources were added to the ARBs from the Third International Mathematics and Science Study. Each new resource continues to be classified to the relevant learning strand, achievement objective, level and process strand of the applicable curriculum statement.

The increase in numbers of assessment resources has been matched by the growth in the number of school sites able to access the ARBs and the “hits” recorded on the site. There are now 2053 schools with registered access to the ARBs and 1032 other sites and individuals as well. “Hits” are running at more than 4000 per week for the four search pages we monitor. It is difficult to interpret these “hits” in terms of numbers of users, but after considering the relevant factors we estimate that around 850 users come to the ARB site each week.

The growth in the number of published resources is based on continuing rounds of resource-writing, reviewing, trialling, analysis, and final editing. The “raw data” for the ARBs this year came from 67 trial sets of material, administered to 10,000 students, in 400 schools nationwide. During the year we operated writing panels in Wellington and Palmerston North.

With the publication of 150 Practical Resources and 55 Longer Constructed Response Resources, the style of assessments available continues to broaden. This broadening represents an attempt to engage students in longer sustained responses, which may provide better insights into deeper knowledge and understanding. Other important innovations include:

- a redesign of the website with improved displays and more links within the banks
- introduction of cloze passages within English as an alternative approach to assessing reading
- development and introduction of a levels-based scoring guide for transactional and poetic writing
- design and development of animated resources in science, whereby students observe a display on-line and respond to questions in hardcopy.

More resources in mathematics and science report diagnostic information in terms of common errors, likely misconceptions, inappropriate calculations, and so on. These data continue to be popular with teachers.

At the Ministry of Education’s request, we reported on criteria that might be used to determine the optimum size and shape of the ARBs, as well as considering issues such as gaining up-to-date

information on how or why teachers use the ARBs; the ARBs as a source of data for monitoring effectiveness of curriculum statements; possible expansion to level 6; incorporating Te Reo and other new curriculum areas; and clarifying the contribution of the ARBs alongside other national assessment tools (Croft, 2001).

In addition to being the major national resource of validated assessment material linked strongly to curriculum statements, the ARBs are becoming a major source of information on student performance, by virtue of the data collected during the development and trials of resources.

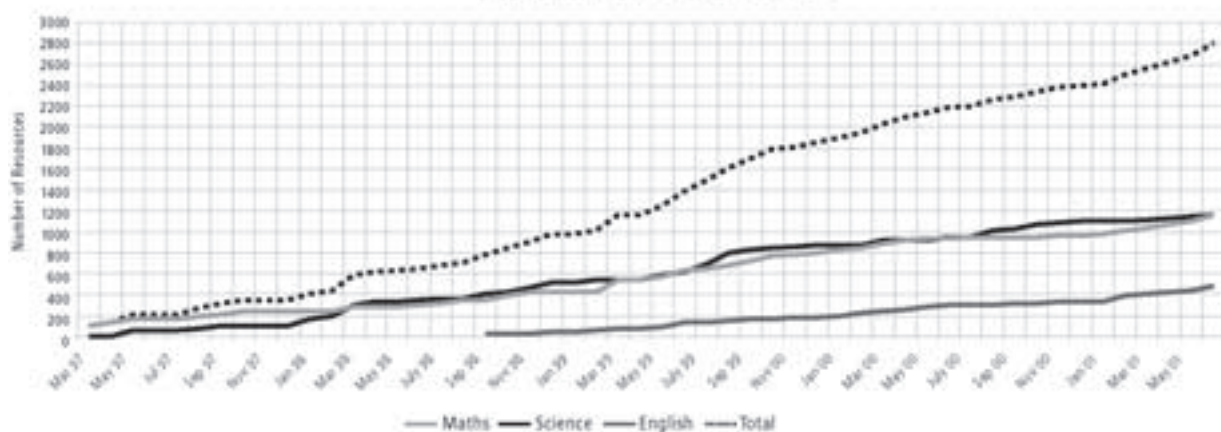
The Ministry of Education commissioned three independent reviews of the ARBs. These were to review the methodology underpinning the development of resources (Mendelovits, Farkota and Lindsey, 2000); to evaluate the banks as an electronic resource (Ham, Findlay, Schwier and Davies, 2000); and to evaluate their use in schools (Gilmore and Hattie, 2000). The reports confirmed the directions the ARBs were taking and made useful recommendations for future development.

A strength of the ARBs is that all resources are trialled co-operatively by assessment specialists and teachers. This process will extend into the future, as the Banks widen their style of assessment further, and possibly expand the coverage of curriculum areas. Teacher control over the selection of assessment items will remain a key feature. The wealth of data gathered from the trialling of items yields a vast amount of diagnostic information, which has the potential to be used to further inform teachers' decisions in the classroom. An ongoing process of review will ensure that the ARBs continue to meet teacher needs.

(Cedric Croft (project leader), Sally Boyd, Alex Neill, Teresa Maguire, Chris Marston, Sue McDowall, Ed Strafford, Gareth Rapson, Christina Smits, Kirsten Harrison, Jane Tetava, Nicholas Edmonds and Natasha Kenneally. Mark Smith undertook contract work during the year.)

Funded by the Ministry of Education (Contract)

Growth in ARB Resources 1997-2001



Essential Skills Assessments—Information Skills

The Essential Skills Assessments: Information Skills (ESAs:IS) were developed under provisions of the Purchase Agreements with the Ministry of Education in 1997–98 and 1998–99. The publication of the material developed was completed by NZCER during the current year, when the final three tests and Teacher’s Manual became available. The *ESAs:IS* replace the 1978 *Progressive Achievement Tests of Study Skills*, published in 1978.

The *ESAs:IS* are broad measures of achievement set within the Essential Skills of the *New Zealand Curriculum Framework*. They are designed to help teachers assess a set of fundamental information skills that students will apply in a range of learning contexts. The assessment materials making up the full package are designed with formative assessment in mind, but they also allow comparative information in the form of stanines by Year level to be reported for individuals.

Six modules consisting of 14 tests comprise the full package. The following table summarises the school level and Years for each of the six test modules.

Essential Skills Assessments: Information Skills: Test Modules, School Level and Year

TEST MODULES	SCHOOL LEVEL AND YEAR
Finding Information in Books	Primary (Years 5 & 6), Intermediate (Years 7 & 8)
Finding Information in Graphs and Tables	Primary, Intermediate, Secondary (Years 9 & 10)
Finding Information in a Library	Primary, Intermediate, Secondary
Finding Information in Prose Text	Intermediate, Secondary
Finding Information in Reference Sources	Primary, Intermediate
Evaluating Information in Text	Intermediate, Secondary

Provision has been made to add a teacher rating scale and possibly a student self-rating at a later date.

The *ESAs:IS* present norms by 3-monthly blocks from March to November. This arrangement provides teachers with the flexibility to plan assessments in conjunction with information skills teaching and experiences throughout a year. Each test is designed to be used across a two-year age group: Primary (Years 5 and 6); Intermediate (Years 7 and 8); and Secondary (Years 9 and 10). Therefore, each test may be used to identify students’ areas of need and monitor progress during that two-year period.

The *ESAs:IS* have a range of item and question types, incorporating constructed-response and selected-response formats. Preference has been given to constructed-response formats in keeping with the formative emphasis of the tests. Multiple-choice formats have been used when the complex nature of a constructed-response question meant that many students who appeared to know the information at a basic level were unable to express that information in a concise, readily-markable form.

Each test module provides a more focused look at specific information skills than is possible in a general achievement test. For example, the former *PAT: Study Skills* included 4–5 items on library skills. The *ESAs:IS* include a complete library test for Primary, Secondary and Intermediate levels. As there are 14 tests in the complete package, schools need to plan how and when the tests will be administered. The Teachers Manual contains suggestions on how to develop a plan for school-wide use.

These tests are the first within the Essential Skills Assessment series.

(Cedric Croft, Karyn Dunn and Gavin Brown)

Funded by the Ministry of Education (Purchase Agreement)

Stocktake/Evaluation of Existing Diagnostic Tools in Literacy and Numeracy, in English

This project was an outcome of the 1998 Green Paper *Assessment for Success in Primary Schools*, which had indicated support for further resources for diagnostic assessment. The focus of the project was restricted to the first four to five years of school.

The methodology included reviews of published tests using a standard framework developed for the project, questionnaire surveys of national samples of primary teaching staff, and semi-structured interviews with selected individuals classified as “Other Education Professionals”. Members of this group had acknowledged expertise in professional development for teachers, in diagnostic assessment in reading, writing, and mathematics. The data include results of semi-structured interviews with 27 “Other Education Professionals”, full reviews of 12 published tests, information from 651 teachers in a national sample of 98 primary schools on their diagnostic assessment practices in literacy, and another 640 teachers from a different national sample of 102 primary schools regarding their assessment practices in numeracy.

For literacy, what were termed as non-formal methods, i.e., running records, teacher-made tests and teacher-made observations, predominate. At Years 0/1, the *Six Year Observational Survey* and *School Entry Assessment* were the most commonly reported tools. For numeracy, non-formal methods again predominated, with teacher-made observation checklists and teacher-made tests reported by more than 90 percent of respondents. *School Entry Assessment* and *Beginning School Mathematics* were found to predominate in the first two years.

For diagnostic tests, or general achievement tests that are analysed for diagnostic information, New Zealand standardised tests (i.e., *Burt Word Reading Test* — NZ Revision, *PAT: Reading Comprehension*, *PAT: Reading Vocabulary* and the *Proof Reading Tests of Spelling*) were reported by about 30 percent or more of respondents. These tests, however, were all reported at less than half the frequency of the most cited non-formal measures. Within the range of standardised tests developed and published in New Zealand, better provision has been made for achievement tests which may be analysed for summative, formative or some diagnostic information than for assessments which are diagnostic first and foremost.

It was noted that the popularity of non-formal diagnostic tools and procedures may be related to the ease with which many teachers translated their assessments into teaching strategies. But the weakness of the non-formal techniques probably lies in the lack of demonstrated quality of the measurement. As a consequence, some students in need of good remedial teaching may not be identified, but others who may have done much better, given a different sample of material, a more reliable scoring guide, or another “tester”, have been identified for remediation.

A consensus view from the “Other Education Professionals” category was that emphasis might well be placed on teachers making better use of existing tools. This raises issues about the availability and quality of pre-service and in-service education in assessment generally, and in diagnostic assessment in particular.

The most significant gaps in present tools to help diagnosis of literacy and numeracy skills were noted as:

- tools to support the diagnostic assessment of the skills of fluent reading, deep features of writing and mathematical processes (except recall of basic number facts) from Year 3 and above
- tools to replace outdated or substandard tests, or to replace instructional material that has been adapted for assessment purposes
- a means to evaluate the efficacy of the many teacher-made tests or observations reported in the surveys
- a lack of data on overseas tests that may have potential for local adaptation or validation.

(Cedric Croft, Ed Trafford and Lia Mapa)

Funded by the Ministry of Education (Contract)

Matauranga Motuhake (Special Education for Maori)

Statistics show that Maori are over-represented in indicators of special educational needs. Policy-making in New Zealand has not generally been inclusive of Maori, so that while policy may claim to be based on a philosophy of inclusion, it is more likely to have been developed outside of kaupapa Maori and without due regard to the Treaty of Waitangi. At the same time, there has been a lack of substantial research into many issues of importance to Maori, of which special education is only one.

The Matauranga Motuhake research takes the traditional concept of whanau and the place of the individual child within this context as a starting point for discussion of special education. The primary finding of this research shows the whanau as the main pillar supporting children with special educational needs. It offers examples of successful support within the whanau enabling special needs children to access positive educational experiences, and details some of the additional support for whanau, especially where schools and services are able to respond within a Maori kaupapa.

Matauranga Motuhake is based on kaupapa Maori research methodology, offering a qualitative study based on tape-recorded, semi-structured interviews with whanau and education, health, and service providers in ten different locations throughout New Zealand. The research targeted Maori in remote, rural areas; urban whanau in three different cities, some of whom have relocated for special health and education services; Maori living in poverty; and Maori living in both the North and South Islands.

The research used analysis based on the Treaty of Waitangi, and the principles derived from the Treaty, developed by the fourth Labour government for use by government departments and agencies. These principles were designed to analyse the relationship between the Crown and the tangata whenua, and to ensure that the Treaty is being upheld. The principles used for the research are: partnership, participation, protection, empowerment, equity, and access. They form the basis of the analysis of the whanau stories and the research process. One section of the report applies the principles and poses questions for policy makers and providers in special education to consider their own responses to the needs of whanau with children with special educational needs.

(Margaret Wilkie)

Funded by the Ministry of Education (Purchase Agreement)

- **SELECTED CONTINUING PROJECTS**

Competent Children

This longitudinal project is providing an increasingly rich and comprehensive picture of children's development from near age 5, with material on the role of early childhood education, family resources, home and out-of school experiences, and school. There are around 500 children from the greater Wellington region in the study, with material collected from the children, their parents, and teachers.

- The final draft report on the progress of the study children to age 10 was near completion at the end of June 2001.
- The collection of material about the children at age 12 began in November 2000, and was two-thirds complete by the end of June 2001. The final report from this phase will be available in late 2002.

(Cathy Wylie, Cathy Lythe)

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

Whaia te iti Kahurangi Evaluation

Whaia te iti Kahurangi – Strive for the Ultimate – is a set of initiatives aimed at improving the quality of education in Ngati Porou/East Coast schools and the strengthening of Ngati Porou communities. It includes their greater involvement in the schools and curriculum, so that student achievement levels improve, and education can make a strong contribution to the revitalisation of Te Reo o Ngati Porou, and the economic development of the East Coast. These initiatives began in 1999, through the formation of an innovative partnership between Te Runanga o Ngati Porou and the Ministry of Education.

NZCER is undertaking a formative evaluation of these initiatives, gathering information from the partners and people in schools on their understanding and experiences of Whaia te iti Kahurangi which can contribute to its further development. We are also setting up a set of indicators related to the Whaia te iti Kahurangi initiatives which will allow Ngati Porou/East Coast people to monitor their own future progress. These indicators include a common set of ARB tasks at years 5, 8, and 9.

The evaluation started in December 2000, and finishes in December 2002.

(The NZCER team includes 3 Ngati Porou researchers: Margaret Wilkie, Taina McGregor, Vyletta Tapine, working with Cathy Wylie, Cedric Croft, and Gareth Rapson.)

Funded by the Ministry of Education (Contract)

Essential Skills Assessments — Work and Study Skills

The Work and Study Skills of the New Zealand Curriculum Framework focus on the behaviours, knowledge, and attitudes that promote life-long learning. The objective of this project is to develop an instrument to measure study skills as derived from the Essential Skill, Work and Study Skills.

The rationale for developing a self-report instrument of study skills is the belief that greater self-awareness will contribute to raised student achievement and that better understanding of student beliefs, attitudes, and behaviours will enable teachers to develop appropriate pedagogical responses towards improving student achievement.

A self-report inventory comprised of 70 items has been constructed. The questionnaire includes sections covering: study environment, use of study time, study strategies, metacognition, test taking skills, and motivation. The items have been derived through a process involving a literature search; interviews with students, teachers, and other education professionals; and trialling and analysis of two draft inventories.

Standardisation and validation of the secondary school instrument (N=1,600) will take place in Term 3, 2001, with all analysis to be completed by 31 October 2001.

During the 2000-2001 financial year, exploratory work began towards the development of a parallel instrument for use with Year 7 and 8 students. Piloting will be conducted in Term 3, 2001 to determine the utility of such an instrument, with a view to future development.

(Ed Strafford - Gavin Brown until August 2000)

Funded by the Ministry of Education (Purchase Agreement)

Te Rerenga ā Te Pīrere (The Fledgling's Flight) — Maori Children's Language and Achievements Between Ages 5 and 9

Te Rerenga ā Te Pīrere is a longitudinal study of 108 children in Te Kohanga Reo and Kura Kaupapa Māori. Te Rerenga ā Te Pīrere will investigate the patterns of children's learning in Māori total immersion education and how this learning is supported at home. The project will be looking particularly at language development, numeracy and identity. Te Rerenga ā Te Pīrere will follow three cohorts of children just before the ages of 5, 8 and 11 for four years. The project will follow the first cohort from kohanga reo into kura, the second cohort for the middle years of kura and the final cohort from kura kaupapa into wharekura. Kaupapa Māori education philosophy informs the investigation framework applied in this project.

By the end of June, fieldwork in three out of eight kura had been completed.

(Garrick Cooper, Taina McGregor, Vyletta Tapine)

Funded by the Ministry of Education (Purchase Agreement)

Sustainable School Improvement in New Zealand

This project seeks to expand the understanding of the factors involved in school improvement in New Zealand primary schools. It aims to see whether there is a common understanding of school improvement in the schools and external agencies that supports or frames their work, and to examine the process of school improvement over time.

There are two parts to this study. The first is a set of interviews with 32 experienced people involved with primary schools in varying capacities, that is:

- practising primary school principals
- representatives of major organisations in the schools sector
- officials working within key government agencies, departments and ministries
- academics, researchers and education commentators
- teacher educators.

The final draft report for the first part was near completion at the end of June 2001.

The second part will involve case studies in ten primary schools that have been identified as “successful” or “improving”. The intention is to identify the process of improvement, who was involved, what sustains it and what changed in the school culture, organisation and external relations.

(Cathy Wylie, Linda Mitchell, and Marie Cameron)

Funded by the Ministry of Education (Purchase Agreement)

Staff Publications

Boyd, S., Chalmers, A., & Kumekawa, E. *Beyond school: final year school students' experiences of the transition to tertiary study or employment*. Wellington: New Zealand Council for Educational Research

Boyd, S. & McDowall, S. (2001). *Techno magic: whizz or fizz? the relationship between writing mode, editing process, and writing product*. Wellington: New Zealand Council for Educational Research

Croft, C., Dunn, K. & Brown, G.T. (2001). *Essential skills assessments: information skills. Teachers Manual*. Wellington: New Zealand Council for Educational Research

Croft, C., Strafford, E. & Mapa, L. ((2001). *Stocktake/evaluation of existing diagnostic tools in literacy and numeracy, in English: a report to the Ministry of Education*. Wellington: New Zealand Ministry of Education

Hemara, W. (2000). *Maori pedagogies: a view from the literature*. Wellington: New Zealand Council for Educational Research

McKinley, S. (2000). *Maori parents and education. ko nga matua maori me te matauranga*. Wellington: New Zealand Council for Educational Research

Mitchell, L. (2001). *Bulk funding of early childhood services: an analysis of the impact*. Wellington: New Zealand Council for Educational Research

Wilkie, M. (2001). *Matauranga motuhake*. Wellington: New Zealand Council for Educational Research

Wylie, C. (2000). *Picking up the pieces: review of Special Education 2000*. Wellington: government website. (www.executive.govt.nz)

Journal Articles

Croft, C. (2000). Using the internet for school-based assessment in New Zealand. *Educational Measurements: Issues and Practice*. Winter, pp. 28-29.

Neill, A. (2001). An introduction to the Assessment Resource Banks (ARBs) and their diagnostic potential. *New Zealand Mathematics Magazine*. Vol. 38, No.1, pp. 29-38

Marston, C. (2000) Diagnosing misconceptions in science: understanding planet earth and beyond. *set: Research Information for Teachers*. No.2, pp. 15-17.

PLANNING AND SERVICES

A major role for the Planning and Services group is the dissemination of research and other information, to both external and internal clients. Developments this year have included improved electronic delivery of products and services.

Marketing and Sales

Revenue has shown a steady growth during the year. This has been attributable to the development of new NZCER tests in reading and information skills, and a continuing demand for imported psychological and recruitment tests.

NZCER's visibility has been maintained through professional development seminars and displays at major educational conferences held during the year. Notable among these were the International Reading Congress and the Breakthroughs Conference on Thinking. Attendance at the Frankfurt Book Fair added another international dimension.

Publishing

There were two significant developments in publishing this year. One was the production of NZCER's first CDROM, and the other was a joint venture with the New Zealand Principals' Leadership Centre at Massey University, which culminated in back issues of *set: Research Information for Teachers* from 1996-99 becoming available online.

During the year seven research reports were published (see Staff Publications), as well as three Essential Skills Assessments: Information Skills tests, plus the Teachers Manual; seven research-based titles; one CDROM – Information Skills tests; and three issues of *set: Research Information for Teachers*.

New titles 2000-2001

set: Research Information for Teachers No. 2, 2000

set: Research Information for Teachers No. 3, 2000

set: Research Information for Teachers No. 1, 2001

Dunkin, D. with Hanna, P. (2001). *Thinking together: quality adult:child interactions*. Wellington: NZCER

Haisman, G. (2001). *SWOT: Study without tears* (revised). Wellington: NZCER

May, H. (2001). *Politics in the playground: the world of early childhood in postwar New Zealand*. Wellington: NZCER & Bridget Williams Books

McRae, H. (2001). *School-wide assessment: assessment and school self-review*. Wellington: NZCER

Nuthall, G. (2000). *How children remember what they learn at school*. Wellington: NZCER

Podmore, V.N. & Meade, A. (2000). *Aspects of quality in early childhood education*. Wellington: NZCER

Richardson, E.S. (2001). *In the early world* (original edition reprinted). Wellington: NZCER

Library and Information Services

Library and Information Services has continued to support the objectives and information needs of NZCER through its work in the Library, Records Management and Website. These services are an invaluable adjunct to the research programme.

There were two highlights this year. The first was the completion of an eRecords pilot project and the induction of new staff into this electronic records classification system. The second was the development of an organisation-wide information strategy. Many of the recommendations of this strategy have been incorporated into the Corporate Plan for the next financial year.

The demand for Library, Records and Website services increased compared with last year. Inquiries increased by 20 percent, with thirteen large inquiries included within the over 500 information inquiries. The internal interloans increased by 40 percent, and external interloans declined by 29 percent. Library loans increased by 22 percent. The usage of InfoHorizon (new materials update) declined.

NZJES articles were indexed back to 1981, as part of the long-term plan to have the library databases on the NZCER website. The website hosting provisions were reviewed during the year, and contract negotiations are currently underway for a new hosting arrangement.

TEST ADVISORY SERVICE

This year the test advisory service has been involved in both internal and external projects.

Within NZCER, the service has contributed advice on the selection of standardised assessment instruments and questionnaires for three major projects. Such advisory roles capitalise on the service's expertise in assessment and add value to the research projects.

Work with external clients in education and training in assessment has encompassed corporate, government and education sector clients. In each case this has been repeat business, signifying satisfaction with the level of service offered.

The day-to-day work of the service is steady, with inquiries coming from the education, health, corporate, vocational and government sectors.

Common issues raised from school users of the service are about the need to demonstrate "added value" to boards and parents, the need to somehow sort children into teachable groups (whether "enrichment" or selected to cover the range of abilities), and the entry of explicit mental health concerns into education (at secondary level).

NZCER IN THE WIDER EDUCATION COMMUNITY

NZCER staff make a considerable contribution to the wider education community by providing advice and information on a wide range of educational issues.

● INTERNATIONAL PROFILE

NZCER has maintained its international profile through the presentation of a number of papers at international conferences in Japan, Hong Kong, Rio de Janeiro, and Mauritius.

● CURRICULUM CONFERENCE

This year's annual conference was held in May, with an attendance of approximately 140. The key theme was the design and implementation of curricula to meet the present and future needs of students within the compulsory school sector. The conference speakers, Alan Luke – University of Queensland, and Cathy Dewes – Te Kura Kaupapa Maori o Raumata, highlighted new ways to ensure coherence or connectedness between curriculum, pedagogy, and assessment in the primary school.

● ADVISORY GROUPS

NZCER is represented on a number of national external working groups.

Robyn Baker:

Council, Royal Society of New Zealand

Chair, Royal Society committee on science and technology education

New Zealand Qualifications Authority – Learning and Qualifications for Secondary Education advisory group

Ministry of Education –

- National Assessment advisory group
- Curriculum Stocktake reference group

Education Review Office – Mathematics and science education reference group

Alex Neill:

New Zealand Statistical Association – convenor education committee

Linda Mitchell:

Ministerial working groups –

- Early Childhood Education Long Term Strategic Plan

- Review of the relationship between the Crown and Te Kohanga Reo Trust

Ministry of Education –

- Early Childhood learning and assessment exemplar project
- Early Childhood education research policy

Vyletta Tapine

University of Waikato –

- Advisory group for the Kaiaka Reo project

Cathy Wylie

- Review of Special Education 2000 initiatives for the Ministers of Education
- Ministerial appointment to Board of the Correspondence School

Margaret Wilkie

- Ministry of Education external reference group – Maori – review of the future of special education

INTERNATIONAL CONFERENCE AND SEMINAR PAPERS

- Baker, R. (2000). *Educational research for policy and practice: with particular reference to secondary educational reform in New Zealand*. Paper presented at Regional Seminar for Policy Development and Practice in New Zealand, NIER, Tokyo, Japan, 2–7 October. <http://www.nzcer.org.nz/pdfs/8510.pdf>
- Baker, R. (2001). *A challenge for educational transformation: achieving the aim of "thinking and acting locally and nationally" in a devolved education system*. Paper presented at International Forum on Education Reforms in the Asia-Pacific Region, Globalisation, Localisation and Individualisation for the Future. The Hong Kong Institute of Education, HKSAR, China, 14–16 February. <http://www.nzcer.org.pdfs/1067pdf>
- Brown, G. & Dunn, K. (2000). *Finding details, main ideas, and good sources: How information literate are New Zealand students*. Paper presented at 18th World Congress on Reading, Auckland, 12 July.
- Croft, C. (2001). *A resource bank in English for school-based assessment*. Paper presented at 27th Annual IAEA Conference, Rio de Janeiro, Brazil, 6–11 May.
- Croft, C. & Strafford, E. (2000). *Assessing English on the Internet — the New Zealand Council for Educational Research resource banks*. Paper presented at the 18th World Congress on Reading, Auckland, 12 July.
- Neill, A. (2000). *The New Zealand assessment resource banks: A school-based assessment tool for New Zealand teachers*. Paper presented at First Association of Commonwealth Examination and Assessment Bodies (ACEAB) Conference, Mauritius, 4 September. <http://nzcer.org.nz/pdfs/10144.pdf>
- Neill, A. (2000). *An introduction to the assessment resource banks (ARBs) and their diagnostic potential*. Paper presented at Time 2000 — An International Conference on Technology in Mathematics Education, Auckland, 14 December. <http://www.nzcer.org.nz/pdfs/1047.pdf>

CONFERENCE, SEMINAR AND OTHER PAPERS

- Boyd, S. & McDowall, S. (2000). *Techno magic – whizz or fizz? Students' use of editing tools*. Paper presented at the 22nd NZARE annual conference, Hamilton, 2 December. <http://www.nzcer.org.nz/pdfs/8953.pdf>
- Chalmers, A. & Kumekawa, E. (2000). *Gender as a factor in the transition of secondary school students to tertiary education and other destinations: Results of a 1999 survey*. Paper presented at "From awareness to action: Meeting the needs of boys in education" conference, Waipuna Lodge, Auckland, 5–7 July. Organised by Manukau Institute of Technology. <http://www.nzcer.org.nz/pdfs/8350.pdf>
- Chalmers, A. & Kumekawa, E. (2000). *Decision-making by secondary school students on tertiary study and other destinations*. Paper presented at the NZARE annual conference, Hamilton, December. <http://www.nzcer.org.nz/pdfs/8952.pdf>
- Chalmers, A. (2001). *Senior secondary school students' decision making on post-school destinations*. Paper presented at Institute for International Research Seminar on Marketing Education, Auckland, 27 June. <http://www.nzcer.org.nz/pdfs/10146.pdf>
- Mapa, L. (2000). *Transition to school from Pacific Islands early childhood services: research processes and main findings*. Paper presented at the NZARE annual conference, Hamilton, 1 December. <http://www.nzcer.org.nz/pdfs/8987.pdf>
- Strafford, E. (2000). *The diagnostic assessment of reading and writing, and mathematics in the first five years of primary school*. Paper presented at the NZARE annual conference, Hamilton, 1 December.
- Wylie, C. (2001). *Competent Children: Findings and issues from the first 7 years*. Paper presented at Ministry of Social Policy Longitudinal Research Seminar, 5–6 April. <http://www.nzcer.org.nz/pdfs/9197.pdf> or www.mosp.govt.nz

LECTURES AND PRESENTATIONS

- Baker, R. (2001). *The proposed New Zealand Education Council: a commentary*. Presentation to the Education and Science Select Committee, 22 March.
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- Dunn, K. (2000). *Essential Skills Assessments: Information Skills*. Two workshops at the National Assessment Regional Seminars, University of Canterbury, Christchurch, 4 July; Massey University College of Education, 7 July; Auckland College of Education, 4 October.
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- Strafford, E. (2001). *Developments in school-wide assessment in primary schools: An overview and evaluation of existing diagnostic tools in literacy and numeracy*. Professional development seminar, Auckland College of Education, 19 March.
- Tapine, V. (2001). *Kaupapa Maori Research/working with Maori*. Two presentations at Victoria University, September, and Te Wananga o Aotearoa, Porirua Campus, November.
- Te Wahanga Kaupapa Maori (2000). Symposium on current work of Te Wahanga Maori at NZARE annual conference, Hamilton, 2 December.
- Wilkie, M. (2001). *Matauranga Motuhake, Special Education for Maori*. Lecture for Year 3 Students in Bachelor of Education (Teaching), Wellington College of Education, 14 June.
- Wylie, C. (2001). *Addressing fragmentation: the next horizon*. Talk to the Wellington Branch, New Zealand Educational Administration Society, 18 June.
- Wylie, C. (2000). *Picking up the pieces*. Seminar for West Auckland Principals' Association, Auckland, 23 August; Wellington Deputy and Assistant Principals' Association, Porirua, 31 August.
- Wylie, C. (2000). Discussion of the Special Education Review and Recommendations with Education and Science Select Committee, Wellington, 24 August.
- Wylie, C. (2000). *Reflections of a policy researcher on a decade of reform*. Seminar for MEd students, Victoria University, 25 August.
- Wylie, C. (2000). *Picking up the pieces*. Teleconference presentation for Central Districts Resource Teachers of Learning and Behaviour, 12 September.
- Wylie, C. (2000). *Educational leadership*. Seminar for MEd students, Victoria University of Wellington, 18 September.
- Wylie, C. (2000). Member of panel on Special Education 2000 at Special Education Conference, Christchurch, 26 September.
- Wylie, C. (2000). *Governance in NZ schools*. Panel presentation to World Bank Study Visit, Wellington, 7 November.
- Wylie, C. (2000). *Thoughts after picking up the pieces*. Presentation to Intermediate and Middle School Principals' Association, Wellington, 9 November.
- Wylie, C. (2000). Discussion of the research on *Impact of early childhood education, including Competent Children project findings*, with Treasury education officials, Wellington, 13 November.
- Wylie, C. (2000). Discussion of the research on NZ reforms with Tony Habit, Eisenhower Exchange Fellow from United States of America, Wellington, 8 November.

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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 \$180,000

Significant Financial Ratios	2001	2000
Liquidity Ratio	1.61	1.73
Net Profit Margin	5%	0.60%
Gross Profit Margin	47.19%	48%
Return on Investment	7.69	1.98
Turnover	\$4.594m	\$4.420m

Statement of Financial Performance

for the year ended 30 June 2001

	Notes	2001	2000
Revenue			
Sales		1,513,180	1,355,305
Government grant	1	1,336,000	1,109,030
Project revenue		1,554,091	1,725,114
Interest		78,416	62,953
Other income		111,883	167,177
Total Revenue		4,593,570	4,419,579
Expenditure			
Cost of Sales		799,169	700,554
Depreciation		112,168	118,561
Operating expenses	2	968,181	900,785
Personnel expenses		2,287,447	2,451,338
Rent		246,956	226,114
Total Expenditure		4,413,921	4,397,352
Net Surplus		179,649	22,227

Statement of Movements in Equity

for the year ended 30 June 2001

	Notes	2001	2000
Equity at start of the year		1,127,614	1,105,387
Net surplus for the year		179,649	22,227
Library Reserve	6	(23,946)	–
Total recognised revenues and expenses for the period		155,703	22,227
Equity at year end		1,283,317	1,127,614

Statement of Financial Position

as at 30 June 2001

	Notes	2001	2000
Current Assets			
Cash and Bank		14,798	2,277
Short Term Deposits	3	951,396	976,725
Receivables	4	1,124,331	380,362
Inventory		297,978	304,136
Total Current Assets		2,388,503	1,663,500
Non-Current Assets			
Fixed Assets	5	266,969	303,975
Library	6	-	27,157
Product Development		5,100	17,100
Total Assets		2,660,572	2,011,732
Current Liabilities			
Creditors	7	278,389	251,635
Advance subscriptions		59,797	40,799
Project work in progress		627,478	127,752
Income in advance		200,000	262,000
Employee entitlements	8	135,822	106,115
Total Current Liabilities		1,301,486	788,301
Non-Current Liabilities			
Employee entitlements	8	32,082	48,874
Trust Funds	9	43,687	46,943
Total Liabilities		1,377,255	884,118
Equity			
Accumulated Funds		1,283,317	1,127,614
Total Equity		1,283,317	1,127,614
Total Equity and Liabilities		2,660,572	2,011,732



Robyn Baker, Director.



Ruth Mansell, Chair.

30 August 2001

Statement of Cash Flows

for the year ended 30 June 2001

	Notes	2001	2000
Cash Flows from Operating Activities			
Cash was provided from:			
Government grant		1,274,000	1,274,000
Sales receipts		1,527,526	1,430,685
Projects		1,311,469	1,494,663
Interest received		75,502	66,173
Trust fund receipts	9	15,000	10,926
Other receipts		113,608	167,177
Net GST received		40,568	63,038
		4,357,673	4,506,662
Cash was disbursed to:			
Salaries and related employee costs		2,223,771	2,478,171
Operating expenses		1,282,209	1,251,141
Cost of Sales		778,477	701,238
Trust fund expenses	9	18,256	17,794
		4,302,713	4,448,344
Net cash inflow from Operating Activities	10	54,960	58,318
Cash Flows from Investing Activities			
Cash was applied to:			
Purchase of fixed assets		67,768	78,255
Net cash outflow from Investing Activities		(67,768)	(78,255)
Total Cash Flow			
Net increase/(decrease) in cash held		(12,808)	(19,937)
Opening Balance Cash and Bank		979,002	998,939
Closing Cash and Bank		966,194	979,002
Comprising:			
Bank		14,798	2,277
Investments		951,396	976,725
		966,194	979,002

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

Statement of Commitments

As at 30 June 2001

LEASE COMMITMENTS

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

Lease commitments	2001	2000
Less than one year	155,160	149,427
One to two years	33,183	136,542
Two years to five years	9,239	23,503
	<hr/>	<hr/>
	197,582	309,472

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

	<u>Expiry Dates</u>
Building lease	8 September 2002
Canon photocopier	29 April 2005
PABX System	15 September 2002
Air conditioning system	8 August 2002
Multimedia Projector	28 February 2003

Statement of Contingent Liabilities

As at 30 June 2001

The New Zealand Council for Educational Research has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2001 (Nil – 30 June 2000).

Statement of Accounting Policies

For the year ended 30 June 2001

Reporting Entity

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

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

Measurement Base

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

Particular Accounting Policies

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

1. Receivables

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

2. Inventory

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

3. Investments

Investment assets are stated at cost.

4. Fixed Assets

Fixed assets are recorded at historical cost less accumulated depreciation.

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

5. Depreciation

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

Furniture and fittings—up to 10 years.

Computing and electronic equipment—up to 5 years.

Product development costs—up to 3 years.

6. Revenue

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

7. Operating Leases

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

8. Foreign Currencies

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

9. GST

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

10. Financial Instruments

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

11. Provision for Employee Entitlements

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

12. Income Taxes

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

13. Statement of Cash Flows

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

Operating activities include cash received from all income sources of the entity and record 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 policy regarding capitalisation of library books has been effected during the year. Purchases are now expensed rather than capitalised and depreciated over five years. The impact on the current year is a reduction of assets of \$27,157. Purchases of \$35,897 were made in the current year. There have been no other material changes in accounting policies since the date of the last financial statements. All policies have been applied on bases consistent with those used in previous years.

Changes to Comparative Figures

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

Notes to the Financial Statements

1. Government Grant

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

2. Operating Expenses includes

	2001	2000
Board members' fees	15,099	16,583
Fees paid to Audit		
—external audit	11,800	11,600
—other services	—	—
Library assets written off	3,211	—
Bad debts written off	—	249
Change in doubtful debts provision	(4,524)	(445)
Operating Lease expenses (excluding rent)	25,028	18,180
Loss on sale of fixed assets	4,113	3,205
Donations paid	13,510	5,701

3. Short Term Deposits

The interest rates applicable at year end were 5.74 percent for 2001 (5.90 percent for 2000).

Trust Funds

As at 30 June 2001, Short Term Deposits included \$43,687 (2000-\$46,943) of monies relating to specific Trust Funds (refer note 9) .

4. Receivables

	2001	2000
Trade Receivables	166,683	163,131
Projects	947,735	204,287
Accrued Interest	7,607	4,694
Others	<u>2,306</u>	<u>8,250</u>
	<u>1,124,331</u>	<u>380,362</u>

5. Fixed Assets

	Cost	2001 Accumulated Depreciation	Net Book Value 30 June 2001
Furniture and fittings	339,363	236,619	102,744
Computing and electronic equipment	<u>473,345</u>	<u>309,120</u>	<u>164,225</u>
	<u>812,708</u>	<u>545,739</u>	<u>266,969</u>
	Cost	2001 Accumulated Depreciation	Net Book Value 30 June 2001
Furniture and fittings	337,987	191,251	146,736
Computing and electronic equipment	<u>472,403</u>	<u>315,164</u>	157,239
	<u>810,390</u>	<u>506,415</u>	<u>303,975</u>

6. Library

	Cost or Valuation	2001 Accumulated Depreciation	Net Book Value
Library Collection	Nil	Nil	Nil

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

7. Creditors

	2001	2000
Trade Creditors	192,558	216,565
Staff Creditors	<u>85,831</u>	<u>35,070</u>
	<u>278,389</u>	<u>251,635</u>

8. Employee entitlements

	2001	2000
Leave Related Provisions:		
Annual Leave	109,878	103,611
Long-service leave	11,629	12,359
Retirement	<u>46,397</u>	<u>39,019</u>
	<u>167,904</u>	<u>154,989</u>
	2001	2000
Less current portion:		
Annual Leave	109,878	103,611
Long-service and Retirement leave	<u>25,944</u>	<u>2,504</u>
Total current portion	<u>135,822</u>	<u>106,115</u>
Total non-current provisions	<u>32,082</u>	<u>48,874</u>

9. Trust Funds

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

Trust Funds	Balance 1 July 2000	Revenue	Expenditure	Balance 30 June 2001
JR McKenzie				
Research Scholarship	23,060	–	5,000	18,060
Victoria Link	5,254	–	5,084	170
Beeby 1998	<u>18,629</u>	<u>15,000</u>	<u>8,172</u>	<u>25,457</u>
TOTAL	<u>46,943</u>	<u>15,000</u>	<u>18,256</u>	<u>43,687</u>

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

10. Cash Flow

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

	2001	2000
Net surplus	179,649	22,227
Add (Less) non-cash items:		
Depreciation	112,168	118,561
Provisions	4,634	(1,395)
Write off of Library	3,211	
Increase/(decrease) in non-current employee entitlements	<u>(16,792)</u>	<u>4,998</u>
	103,221	122,164
Add (less) movements in other working capital items:		
(Increase)/decrease in receivables	(743,969)	155,317
(Increase)/decrease in inventory	6,158	(61,769)
Increase/(decrease) in creditors	26,726	(27,449)
Increase/(decrease) in advance subscriptions	18,998	7,710
Increase/(decrease) in project funds	499,726	(303,886)
Increase/(decrease) in employee entitlements	29,707	(14,098)
Increase/(decrease) in Income in Advance	<u>(62,000)</u>	<u>164,970</u>
	(224,654)	(79,205)
Add (less) items classified as Investing Activity:		
Add/(Less) movement in non current trust funds	<u>(3,256)</u>	<u>(6,868)</u>
Net cash inflow (outflow) from operating activities	<u>54,960</u>	<u>58,318</u>

11. Related Parties

There were no related party transactions during the year.

12. Financial Instruments

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

(i) Credit Risk

Credit risk is the risk that a third party will default on its obligations to the Council, causing the Council to incur a loss. In the normal course of business the Council incurs credit risk from debtors and transactions with financial institutions. The Council does not require any collateral or security to support financial instruments as investments are with reputable financial institutions, and debtors are on normal trade terms. There is a concentration of credit risk in relation to the Council's receivables due to the reliance on the Ministry of Education for 84 percent of receivables at 30 June 2001.

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 2001 are disclosed in Note 3.

13. Post Balance Date Events

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

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

FOR THE YEAR ENDED 30 JUNE 2001

We have audited the financial statements on pages 35 to 45. The financial statements provide information about the past financial performance of the New Zealand Council for Educational Research and its financial position as at 30 June 2001. This information is stated in accordance with the accounting policies set out on pages 41 to 42.

Responsibilities of the Council

The New Zealand Council for Educational Research Act 1972 requires the Council to prepare financial statements which fairly reflect the financial position of the New Zealand Council for Educational Research as at 30 June 2001 and the results of its operations and cash flows for the year ended 30 June 2001.

Auditor's responsibilities

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

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

Basis of opinion

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

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

We conducted our audit in accordance with generally accepted auditing standards, including the 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 Controller and Auditor-General, we have no relationship with or interests in the New Zealand Council for Educational Research.

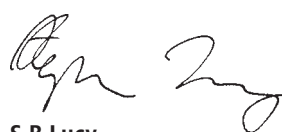
Unqualified opinion

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

In our opinion, the financial statements of the New Zealand Council for Educational Research on pages 35 to 45:

- comply with generally accepted accounting practice *and*
- fairly reflect:
- the financial position as at 30 June 2001 *and*
- the results of its operations and cash flows for the year ended on that date.

Our audit was completed on 30 August 2001 and our unqualified opinion is expressed as at that date.



S B Lucy

Audit New Zealand

On behalf of the Controller and Auditor-General

Wellington, New Zealand

