



Position description

Kaitātari Tatauranga Māori— Psychometrician Māori

Te Rautaki a te Mātauranga o Aotearoa 2025–2029

NZCER Strategy 2025–2029

Te Matakite

He reo hautū mō te mātauranga i Aotearoa, e whakaumu nei i te rangahau, i ngā kaupapa here, me ngā tikanga whakaako kia puta ai he hua tautika, kairangi hoki mō ō tātou whānau me ō tātou hapori.

Vision

A leading voice for education in Aotearoa, transforming research, policy, and teaching practice to realise equitable and excellent outcomes for learners, whānau, and communities

Te Whāinga

E noho ana Te Tiriti o Waitangi me Te Ture mō te Rangahau Mātauranga 1972, hei pou here mō te Rangahau Mātauranga o Aotearoa. Ko tāna he tuitui tahi i te mātauranga Māori me ngā pūnaha mātauranga matahuhua, hei whakamārama, hei whakaawe, hei hora hoki i ngā rangahau, i ngā rauemi me ngā ratonga kouniga tiketike. Ka horaina e mātou he māramatanga, he tūtohu i takea mai i te rangahau hei whakapiki i ngā kaupapa here me ngā tikanga mahi o te mātauranga, hei tautoko i ngā mahi whakaako, me te ako, hei whakatairanga hoki i te toiora o ngā ākonga, o ngā whānau me ngā hapori.

Purpose

Guided by Te Tiriti o Waitangi and the New Zealand Council for Educational Research Act 1972, NZCER weaves together mātauranga Māori and diverse knowledge systems to inform, influence, and deliver high-quality research, resources, and services. We provide research-informed insights and recommendations that enhance educational policy and practice, support teaching and learning, and promote the wellbeing of learners, whānau, and communities.

He umanga motuhake mātou i raro i te ture, e mahi ana mō te painga o te iwi whānui i te ao mātauranga.

We are an independent statutory body that works for public good in education.

I whakatūria te NZCER i te tau 1934 nā te pūtea tautoko o te Carnegie Corporation. I te tau 1945, ka tū mātou hei umanga motuhake i raro i te Ture o te New Zealand Council for Educational Research Act 1972. Koia nei ā mātou mahi i raro i te Ture:

(a) he hāpai i ngā akoranga me te mahi rangahau e pā ana ki ngā take o te ao mātauranga, o ngā kaupapa whaipānga hoki, ā, me whakarite, me whakaputa hoki i ngā pūrongo e pā ana ki ēnei take i te wā e tika ana ki a mātou, hei painga kē rānei mā ngā kaiako me ētahi atu tāngata.

(b) he whāngai i ngā mōhiotanga, he tāpae kōrero, he āwhina hoki i ngā tāngata me ngā whakahaere e arotahi ana ki te ao mātauranga me ōna take.

Te Tiriti o Waitangi

E noho ana Te Tiriti o Waitangi (1840) hei kahupapa mō te mahi a te Rangahau Mātauranga o Aotearoa | NZCER.

E noho ana Te Tiriti o Waitangi, he mea waitohu e ngāi Māori me te Karauna, hei kahupapa mō ā mātou mahi i te Rangahau Mātauranga o Aotearoa. E ū ana mātou ki te hāpai i ngā haepapa o te kāwanatanga me te tino rangatiratanga i roto i te rāngai mātauranga. Rā roto i ā mātou mahi rangahau, rauemi, me ā mātou ratonga hoki, e tautoko ana mātou i ngā Tangata Whenua me ngā Tangata Tiriti—ērā e kī ana ko Aotearoa tō rātou kāinga—mō ngā āhuatanga mātauranga. Kei tā mātou kaupapa here mō Te Tiriti o Waitangi ngā ara e whakatinanatia ai e mātou ngā mātāpono o te Tiriti, me pēhea hoki te ārahi a te kupu whakataki, a ngā upoko me ngā whakapuaki i ngā mahi a te Rangahau Mātauranga o Aotearoa me ngā haepapa o ā mātou kaimahi.

NZCER was established in 1934 with philanthropic funding from the Carnegie Corporation. In 1945, we became an independent statutory body, and we operate under the New Zealand Council for Educational Research Act 1972. The Act sets out our official functions:

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

(b) to furnish information, advice, and assistance to persons and organisations concerned with education and other similar matters.

Te Tiriti o Waitangi

Te Tiriti o Waitangi (1840) underpins the work of Rangahau Mātauranga o Aotearoa | NZCER.

Te Tiriti o Waitangi, signed between Māori and the Crown, underpins our work at NZCER. We are committed to upholding the relational responsibilities both of kāwanatanga and of tino rangatiratanga within the education sector. Through our research, resources, and services, we support and advise both Tangata Whenua and Tangata Tiriti—those who have come to call Aotearoa their home—on educational matters in this land. Our Te Tiriti o Waitangi policy identifies how we give effect to the principles of te Tiriti, and how the preamble, articles, and whakapuaki lead NZCER's work and form our staff responsibilities.

Ngā whakaarotau rautaki

Mā ā mātou whakaarotau rautaki ka tutuki tō mātou kaupapa. Ka whakamāramatia e mātou tō mātou tū, tō mātou arotahi rautaki, me tō mātou tū i roto i ia whakaarotau rautaki, o ngā mea e rima.

Te whakapiki i te tautika i roto i te mātauranga

E whakaū ana mātou ki te whakapiki i te tautika mā te tārei pūnaha mātauranga e awhi nei, e atawhai nei i ngā kahanga, i ngā tūmanako me ngā moemoeā o ngā tāngata katoa.

Ka noho ngā awhero mātauranga o te iwi Māori hei punga mō ā mātou mahi

E whakapūmau ana mātou i te tika o te iwi Māori kia ako hei Māori, kia puāwai hoki mā te mātauranga whakatairanga i te reo me te ahurea, me te tuakiri Māori, i runga tonu i ō mātou here i raro i Te Tiriti o Waitangi.

Te whakapakari i te aromatawai mō te ako

E whakaū ana mātou ki te whakapakari i te aromatawai i runga anō i ngā ara whakatairanga i te ako, whakapūmau i te tuakiri, me te tautoko i ngā putanga ōrite.

Te tō mai i te mātauranga iwi taketake ki waenga pū i te mātauranga

E whakapono ana mātou ko te whakanoho anō i te wāhi tika o ngā tuakiri tangata whenua, ngā pūnaha mātauranga—ahakoa tuku iho, ahakoa puta hou mai—tētahi mea waiwai mō te whakaumu i te mātauranga i roto i Aotearoa.

Strategic priorities

Our strategic priorities help us achieve our purpose. We describe our position, strategic focus, and our approach in each of the five priorities.

Improving equity in education

We are committed to improving equity by helping shape education systems that recognise and nurture the strengths, hopes, and dreams of all people.

Māori educational aspirations anchor our work

We uphold the right of Māori to learn as Māori and to thrive through education that honours Māori language, culture, and identity, in line with our obligations under Te Tiriti o Waitangi.

Strengthening aromatawai and assessment for learning

We are committed to strengthening both aromatawai and assessment in ways that promote learning, affirm identity, and support equitable outcomes.

Centring Indigenous knowledge in education

We believe that restoring the rightful place of Indigenous identities, knowledge systems, and aspirations—both ancestral and evolving—is essential to transforming education in Aotearoa.

Te whakaumu i te mātauranga i tētahi ao hou

He kaiārahi mātou i te ara—e whakaū nei ki te rapu ngātahi i te panonitanga pakari, whakaumu tikanga hoki mō te mātauranga.

Ngā uara

Hei tārai ō tātou uara i tō tātou ahurea me ngā mea nunui ki a tātou. He mea tino nui ki a mātou: **Te Motuhaketanga**—te tū motuhake; **Te Auahatanga**—te waihanga me te tārei tikanga hou; **Te Mahi ngātahi**—te mahi tahi me ētahi atu, me **Te Rangatiratanga**—te mana hautū.

Kei runga atu i te katoa tētahi korowai uara e tārei nei i te āhua o ā mātou mahi me ō mātou hononga ki ētahi atu:

Te Tika—e mahi ana mātou i ngā mea e tika ana mā te piri ki ngā tikanga rangatira, ki te tōtika, me ngā uara e puritia ana e te katoa

Te Pono—ka kōrero mātou i te pono, ka whai i te pono, ā, ka whiria ngā tirohanga katoa

Te Whanaungatanga—he mea hira ki a mātou ngā hononga, me ngā pātuitanga tauawhiawhi

Te Manaakitanga—ka whakarangatira mātou i ētahi atu me te manaaki, te tiaki hoki i a rātou

Te Ako—e piri ana mātou i te kī, kāore he mutunga o tēnei mea te ako.

Transforming education in a changing world

We see ourselves as wayfinders—committed to collectively navigating bold and transformative change in education.

Values

Our values shape our culture and what we care about. We value: Motuhaketanga—independence; Auahatanga—creativity and innovation; Mahi ngātahi—collaboration; and Rangatiratanga—leadership.

Overarching all of what we do is a values system that shapes how we act and relate:

Tika—we do what is right by acting with integrity, fairness, and shared values

Pono—we are honest, seek truth, and consider all perspectives

Whanaungatanga—we value relationships and reciprocal partnerships

Manaakitanga—we respect others and treat them with generosity and care

Ako—we nurture a culture of ongoing learning.

The text above will be updated when NZCER's strategic document is updated.

Purpose of role

The Kaitātari Tatauranga Māori—Psychometrician Māori will use their psychometric/measurement expertise to design and apply measurement analysis underpinning research and assessment resources. This role involves contributing to large and/or complex kaupapa Māori and Māori focussed projects, providing advice to national organisations, and contributing to national education discussions, policy and practice. This work will ensure that projects are of a high quality and meet high standards. This work aims to facilitate and contribute to transformational educational change that benefits Māori.

Key accountabilities

- Design and carry out projects with a psychometric focus.
- Contribute to thinking about psychometric practice across NZCER and identify areas for innovation and improvement.
- Develop measurement methodologies across projects.
- Provide advice on all aspects of psychometric measurement related to research, evaluation, and resource development.
- Write technical reports and manuals to describe the development process and measurement properties of resources.
- Use measurement techniques to construct scales that underpin the validity of research outputs.
- Design and program graphical reports to clearly communicate results to a range of clients, including educators and students.
- Carry out statistical analyses of data sets to answer research questions involving measurement data and concepts.
- Provide advice and hold to a high standard the measurement values and knowledge that underpin NZCER's research work.
- Contribute to education discussions, policy, and practice by providing psychometric-based expert advice and recommendations.
- Contribute to client and stakeholder relationships.
- Develop psychometric and statistical research networks.

Knowledge, skills and abilities

A kaitātari tatauranga Māori—psychometrician Māori will have the following knowledge, skills and abilities:

- Ideally, a Bachelor's degree with a statistical focus, preferably in theoretical or applied statistics, or higher
- Typically, 1-2 years experience as an applied kaimātai tatauranga—statistician and/or kaitātari tatauranga—psychometrician
- Knowledge and experience of computer programming, for example, expertise in the use of R or SPlus to manipulate data and apply modelling techniques
- Some experience in survey and test design and development, including item design, population sampling, and item analysis
- Knowledge of and experience in the Aotearoa NZ education context
- A knowledge of te Tiriti o Waitangi, what it means, and how it applies to an education context
- Experience working with Māori, with Māori data, and in Māori contexts or Māori-centred projects

- Deep understanding/command of te reo and tikanga Māori
- Problem-solving skills
- Critical thinking and analytical skills
- Effective communication skills and able to communicate complex ideas succinctly
- Ability to work in and across teams.

Personal attributes

At NZCER we expect our staff to behave in ways that are consistent with our values and established ways of working.

In addition, all staff must be able to demonstrate the following:

- an ability in, and a desire to improve, te reo Māori proficiency
- commitment to the principles of Te Tiriti o Waitangi and upholding mana Māori in our work
- respect for others and valuing diversity
- an orientation towards continuous improvement to systems and processes
- personal desire for ongoing learning and development
- recognition of the value of team effort; sensitivity to the needs and opinions of other team members
- a willingness to work in accordance with NZCER's Code of Conduct
- personal and professional integrity.