
NZCER Annual Report

2013-2014

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About NZCER—Tēnei mātou

Learning with evidence—Te ako i runga i te whai taunakitanga

NZCER is Aotearoa New Zealand’s independent, statutory education research and development organisation.

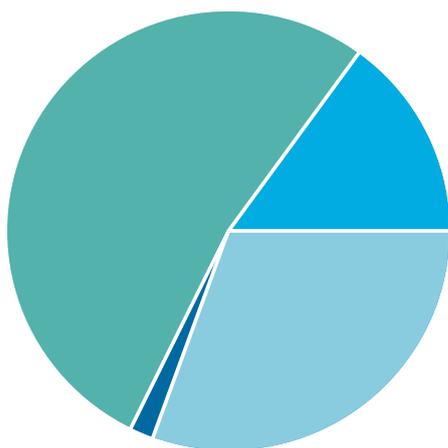
Established in 1934, we provide knowledge and resources to support learning. We are a strong advocate of evidence-informed approaches to education and we put knowledge about learning and the needs of learners at the centre of everything we do. We carry out research and we develop and support a range of high-quality products and services such as tests, books, and surveys. Our work is done in purposeful teams that draw on deep, cross-disciplinary expertise with an Aotearoa New Zealand perspective.

NZCER is not for profit organisation with its own Act of Parliament. This requires the organisation to carry out and disseminate education research, and provide information and advice.

We receive a government grant of \$1.4 million which, in the 2013–14 year, provided around 15 percent of our revenue. The majority of our income comes from contestable research contracts with a range of clients, and sales of our products and services.

We employ around 60 people, including researchers, statisticians, psychometricians, and programmers.

Revenue



- Contestable Research 54.6%
- Government Grant 14.7%
- Sales of Products & Services 29.5%
- Interest Income 1.2%

Our significant contestable contracts in 2013–14 were:

National Monitoring Study of Student Achievement (NMSSA)—Wānangatia Te Putanga Tauira, with the University of Otago

Assessment resources for classroom teachers and students (ARBs)

Te Toi Tupu professional development consortium

Teaching and Learning Research Initiative (TLRI)

Wellbeing at School

Best Evidence Synthesis Database (BES)

Progress and Consistency Tool (PaCT)

Evaluation of five Positive Behaviour for Learning (PB4L) programmes

Key research and development partners were:

Ministry of Education

University of Otago

University of Waikato

Ako Aotearoa

Evaluation Associations

Te Wānanga o Raukawa

Te Toi Tupu consortium

Tertiary Education

Commission

Priority areas in 2013–14 were:

Māori education

Curriculum and assessment

Schooling for the future

Learning at work

Student wellbeing

Education systems and structures

The year in review—He arotakenga mō te tau

In 2014 NZCER celebrated 80 years of leading educational research in Aotearoa New Zealand. And it is 40 years since the first issue of our flagship journal *set: Research Information for Teachers* rolled off the press. We have approached this special year with a sense of celebration and momentum. We are marking these important milestones but equally we are looking ahead in very purposeful ways.

This year the whole staff has worked with the Board in helping to shape the next strategic plan for 2014–17. This process took several months and was deeply consultative. We revisited our mission and values and carved out our priority areas of work for the coming years. Our vision is for an education system with a strong evidence base, where understanding about learning and the needs of every learner are central. Our priority areas are Māori education, future building in education, quality tools and services for the 21st century, and growing our international work. Our plans and progress in these areas will be reported in future annual reports.

This report provides an overview of our work in the year to June 2014. A recurring theme is the multiple ways we seek to disseminate our research and ideas, reach educators with useful tools and services, and provide opportunities for feedback and discussion. It's worth noting that although technology has transformed our ability to do this, reaching audiences has always been NZCER's aim. Early in its history in the 1930s, the organisation was involved with an ambitious lecture series that saw international experts travelling the country talking about education issues.

In 2013–14 we're able to reach out online, and so we've invested more resources in the design and performance of our website in recognition of its key role in communicating our work, products, and services. We've boosted our communications team and put more emphasis on providing visual, easy-to-read summaries and infographics to accompany our research. We've stepped increasingly into social media, quickly building a solid Facebook following and using it as another communication channel. It's also playing a part in our 80th celebrations as we dip into the archive and showcase some of the best.

Our research teams put a lot of focus on working alongside our communities of interest. Researchers give presentations to schools, subject groups, teacher organisations, parents, policy makers, politicians—the list is on page 18. They also connect virtually with educators in New Zealand and internationally through forums, blogs, webinars, and so on. We are always experimenting with different ways to engage with educators and the wider community in our research and in the questions we think need to be tackled as we work to shape the future of education. For example, one of our projects investigated the development of a game to help schools and their communities think about what a curriculum for the future might look like. This resource will be rolled out next year and NZCER will be a hub for people interested in carrying on the conversation.

NZCER is also well known for its quality assessment tools and surveys, such as the PATs, STAR, and Me and My School. The NZCER Board has continued to invest in the development of an online assessment platform to enable students to sit our tests online. In 2013–14 it invested \$500,000, with a planned total investment of \$1.5 million to the end of 2014–15. We have also recognised the need to do more to provide practical support to educators in using these tools and in identifying next steps. On page 6 there is a profile of our professional services team, who have extensive online, phone, and face-to-face contact with teachers, school leaders, and, with the adult numeracy and literacy assessment tool, the tertiary and adult learning sector. This team expanded in 2013–14 to include an education adviser who travels widely to work with schools on better understanding the achievement data gathered from our assessments. It's also proved a great way of deepening our contacts with schools and getting firsthand knowledge about their challenges and priorities.

In its 40th year and now in electronic and printed version, *set* has an important role in presenting the latest research to teachers in ways that are relevant and interesting. NZCER staff make good use of this by contributing ideas and useful advice to columns such as Assessment News.

Books, too, remain a vital way of getting research to those who can use it. NZCER Press publishes work from leading researchers and this year we were delighted to launch a book on key competencies written by four NZCER researchers. The story on page 10 explores their innovative approach to writing.

Communicating ideas, posing questions, and trying new things is not always easy. Much current education policy is contentious and it is a challenging environment for a research and development organisation. NZCER is fortunate to be a statutory body with a clear mandate to carry out independent research and provide advice. We are an advocate for education in the broadest sense and a leader in thinking about education and learning. Leading in this space means being open to the widest range of ideas and to fully interrogating data, whatever it tells us. It means asking lots of questions and generating and sharing our insights as widely as possible. We see our contribution as being to draw upon our expert knowledge to inform and influence thinking that will lead to the best outcomes for learning.

Postscript from the Chair

During the year, Robyn Baker signalled her intention to step down later in 2014, after 14 years of exemplary service as Director. She has built NZCER into the vibrant exciting organisation it is today and she leaves it very well positioned to explore exciting and expanding opportunities in the future. Having failed to persuade Robyn to change her mind and stay on, the Board wishes her every success in her future endeavours.

Peter Coolbear



Robyn Baker
DIRECTOR



Peter Coolbear
CHAIR

Professional Services

The professional services team supports teachers, tutors, and other educators in the use of NZCER's suite of assessments and surveys, such as PATs, STAR, Me and My School and NZCER Marking (the online service that provides reports and analysis of student achievement from our assessments). The team also supports other tools on contract, such as the Literacy and Numeracy for Adults Assessment Tool.

A major project over the past two years has been the development of an online assessment and survey platform. Investment in this project continues in 2014-15 and it is scheduled to go live later in 2014. We have also put increasing emphasis on better support for users of our tools in recent years. The team expanded during the 2013-14 year with the appointment of an education adviser, Cathie Johnson, to enable us to work much more closely with schools. Psychological Test Services adviser Marisa Bellamy also joined the team, as her work on psychological tests and surveys is closely aligned.

Professional services are managed by **Graeme Cosslett**, NZCER's General Manager, Products and Services.

The team:

Melanie Dickinson—*Application Support Specialist*

This role involves supporting teachers and school leaders with NZCER Marking and with NZCER Surveys: Me and My School, Teacher Workplace, and the Educational Leadership Practices Survey.

Melanie also assists with registrations for the Assessment Resource Banks, that provide online resources in English, mathematics and science, and with data management and data collection for the Ministry of Education programmes for schools.

Sandy Robbins—*Data and Support Specialist*

Sandy is in charge of scanning and data management for NZCER Marking and NZCER Surveys. She also supports the other NZCER products and services, and helps out with data management and collection for Ministry initiatives.

Cathie Johnson—*Education Adviser*

Cathie is a former primary school principal who now works directly with teachers and school leaders or groups of schools, to help them understand the intention of NZCER's assessment tools and surveys, and their effectiveness when used to their full potential.

She sees her role as providing assessment education to schools to help them collate and analyse their assessment data, drill down for specific information, and build their capabilities in reading data and knowing what to do with it.

She offers workshops, webinars, and email and telephone support to the education sector.

Alice Housiaux—*Application Specialist*

Alice offers specialist support with the Literacy and Numeracy for Adults Assessment Tool. This is an online tool, managed by NZCER for the Tertiary Education Commission (TEC). It provides tertiary educators, institutions, and TEC with robust information on adult learners' literacy and numeracy levels and evidence of their progress. It contains a number of different types of literacy and numeracy assessments with both online and paper-based formats. A youth assessment tool with a target audience of Pasifika and Māori youth has been developed and is also supported by the team.

Alice also works with Wellbeing@School, which is a set of Ministry of Education funded self-review tools for New Zealand schools designed to explore how different layers of school life contribute to creating a safe and caring climate that deters bullying.

This year the team has added the Inclusive Practices Tools to the range of services it supports. This is a set of self-review tools with a focus on inclusive education practices, designed to help schools to engage in an ongoing journey towards building inclusive practices for all learners (including learners with extra support needs).

Ben Gardiner—*Service Desk Co-ordinator*

Ben manages the support services for three tools: Literacy and Numeracy for Adults Assessment Tool, the youth assessment tool, and NZCER Smart Writer. The latter is a fun, interactive online learning tool for writers of all ages and stages.

Ben has also been involved in scoping the development of an English for Speakers of Other Languages (ESOL) tool.

Marisa Bellamy—*Psychological Adviser*

Marisa provides professional support and advice for NZCER's wide range of psychological assessments. These assessments are available for use in education, clinical psychology, and human resources. It is important to ensure test users are qualified to use the assessments they purchase from us, and Marisa manages the PTS Registration process. This year, Marisa has also been involved in the ESOL scoping project.



Melanie Dickinson
Sandy Robbins
Cathie Johnson
Ben Gardiner
Marisa Bellamy
Graeme Cosslett
Alice Housiaux

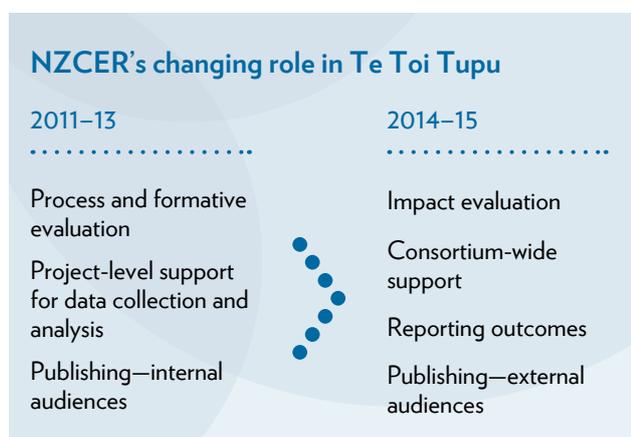
NZCER within the Te Toi Tupu consortium

NZCER is a member of the Te Toi Tupu-Leading Learning Network professional learning and development (PLD) consortium, which won a number of PLD contracts from the Ministry of Education. Our partners are Cognition Education, CORE Education, University of Waikato, and the Waikato-Tainui College for Research and Development. The consortium is guided by the chiefly saying of Kiingi Taawhiao: *Tupu te toi, ora te toi, whanake te toi, te toi i ahu mai i Hawaiki!*. This reminds us to collectively work towards enhancing student outcomes, to accelerate the progress of students under-served by the education system, and to develop a robust and flexible evaluation programme.

NZCER's initial role was to provide process and formative evaluation across the consortium and within individual projects. These evaluations are participatory and are aimed at helping build the capability of Te Toi Tupu partners. There are two main strands:

- assisting projects and Te Toi Tupu to effectively collect, analyse and report on data about Māori and Pasifika student achievement and the learning and progress of students with special educational needs
- developing English-medium and kaupapa Māori facilitator smart tools that capture the strengths and areas needing development of individual facilitators, projects, and Te Toi Tupu.

In 2013 we moved towards providing outcomes or impact evaluation for Te Toi Tupu. We continue to develop this work, without sacrificing the important formative, capability-building function. The diagram below shows the way our work within the consortium has shifted.



We have also put considerable emphasis during the year on dissemination, publishing reports and articles on Te Toi Tupu evaluation work. We want to make sure Te Toi Tupu members are well informed, that external audiences know about our successes, and that we find effective ways to communicate key issues and learning in the PLD sector.

More about smart tools

Definition

We see smart tools as *thinking* and *learning* tools that support transfer of knowledge. The underpinning idea, drawn from complexity theory, is that complex systems learn and adapt in response to feedback generated by the activities of the system at work. Smart tools generate feedback that allows their users to: inquire into their own and others' practice; lead change; analyse and respond to data sets; think smarter and therefore act more effectively; and evaluate, monitor, and assess.

Development

In 2011 NZCER developed an online survey to trial items for a facilitator smart tool. We continued to refine it as we understood more about facilitators' knowledge and skills in working with priority learners. It is used by all PLD facilitators. We also developed and trialled a kaupapa Māori smart tool (He Kohinga Whakaaro) for use with all Māori and dual-medium facilitators. He Kohinga Whakaaro includes items related to reo Māori, culture and identity, relationships and communication, content knowledge, and pedagogical content knowledge. This Māori-medium tool is the only one of its kind.

The purpose of the smart tools is to provide aggregated and anonymised data from school principals, teachers, and other staff that project leaders can use to plan PLD for facilitators.

NZCER researchers have also provided a number of presentations about our evaluation work, within Te Toi Tupu and at national and international conferences.

Our people

- NZCER Director Robyn Baker chairs the governance group and works closely with the Consortium Manager.
- Jenny Whatman is NZCER's project manager for Te Toi Tupu and is on the organisational management group.
- Nicola Bright is a member of the organisational management group and project manager for the kaupapa Māori smart tool. She supports English- and Māori-medium projects.
- Jacky Burgon, NZCER's General Manager Research and Development, leads the students with special education needs advisory group.
- Ally Bull and Lorraine Spiller work on the science contract. Ally provides advice to the project leader and runs PLD for science facilitators, and Lorraine is a science facilitator for Central South. She is also a member of Komiti Pasifika.
- NZCER senior statistician Rachel Felgate advises on data collection and analysis, and survey design.
- Alex Hotere-Barnes supports English- and Māori-medium projects.
- Sue McDowall led the development of an ethics policy and wrote a number of evaluation reports for Te Toi Tupu. She is a member of the organisational management group.
- Linda Bonne supports evaluation report writing.



	○	Robyn Baker
	○	Jacky Burgon
	○	Rachel Felgate
	○	Jenny Whatman
	○	Linda Bonne
Ally Bull	○	
Nicola Bright	○	
Lorraine Spiller	○	
Sue McDowall	○	
Alex Hotere-Barnes	○	

Key Competencies for the Future

One of the highlights of the year was the publication of *Key Competencies for the Future*, a collaborative effort from chief researcher Rosemary Hipkins and senior researchers Rachel Bolstad, Sally Boyd, and Sue McDowall that explores the multifaceted nature of key competencies. Their collective work culminated in a book that is accessible to teachers, students, school leaders, and communities outside the education sector. It presents a vision of a curriculum that puts learners at the heart of learning, with a clear view of where learning outcomes support them now and in their futures.

“With this book, we hope to return the key competencies to centre stage, explore their deeper layers, and consider how we might use them to make the NZC really sing.”

The chapters are structured around “wicked problems”—issues that don’t have clear solutions—that are relevant to young people now and in the future, such as climate change, food security, social and economic inequalities, and aspiring for a decent life for all. The authors identified these “wicked problems” after deliberating over what they perceived to be the most important issues young people would need to be capable of addressing. In this way, each author brought her own values and insights to the book.

By drawing together their rich knowledge and expertise on key competencies, they’ve effectively modelled the processes they suggest the reader uses to work with a diverse range of people to build new knowledge, solve complex ideas, and make transformative change to our education system.

“Working with diverse others and ideas to solve complex world problems is difficult because it is value laden, it usually requires those involved to adapt or radically change their world views, and it involves some groups giving up conditions which have historically been to their advantage. These are not things any of us do naturally or easily. People will not necessarily develop the capabilities for doing them without learning how and having opportunities to practice and develop them.” (p. 33)

Key Competencies for the Future doesn’t seek to define key competencies. Rather, it enables readers to explore, play with, and think about their own aspirations for young people, what

capabilities they may need to fulfil these aspirations, and how communities can work together to foster these capabilities.

The authors worked with educators throughout New Zealand to provide inspiring actual examples of how schools and communities are already successfully addressing “wicked problems” in their own creative ways.

The book has been praised within the education community as a thought-provoking and important piece of work. Launching it in May 2014, Fairburn School principal and NZCER Board member Frances Nelson commended the easy, conversational style of the text, which she said acted as a great hook into quite complex ideas.

“Yes it’s readable, but it’s more than that. It really feels as if you’re part of the conversation—I confess to engaging in a few internal discussions as I sifted and sorted the ideas myself.”

She said teachers and professional leaders would find it useful for professional learning and for developing understanding, knowledge, and strategies for re-thinking the way they work with the capabilities within the curriculum.



NZCER Board and electoral college

—Te Poari o NZCER me te kāhui kōwhiri

The Board of NZCER consists of six elected members and one member who is appointed by the Governor-General on the recommendation of the Minister of Education. The Board, as it sees fit, can co-opt up to two additional people to be members of the Council.

Board members are appointed for terms of 4 years, and every 2 years three of the six elected Board members will complete their term. At this point the electoral college is tasked to nominate and elect three members to replace those stepping down. Retiring members may stand for re-election. Members are co-opted for a 1-year term and the Governor-General's appointment is for 4 years.

The electoral college consists of three broad groupings:

- a number of ex-officio positions of chief executives of educational organisations, heads of colleges of education, or university education faculties
- nominated representatives of education sector organisations, including unions and associations, that cover all areas from early childhood to tertiary groupings and the private education sector
- past directors of NZCER.

For more information on the electoral college, refer to the NZCER Act 1972 and amendments, in particular the NZCER Amendment Act 1991, and also the associated Order-in-Council that gives the specific composition of the electoral college.

Board as at 30 June 2014

Chair Peter Coolbear—Director, Ako Aotearoa

Deputy Chair Lexie Grudnoff—Deputy Dean (Teacher Education), Faculty of Education, The University of Auckland¹

Audit and Risk Committee Chair Liz Gordon—Managing Director, Pukeko Research Ltd

Governor-General's Appointee to the Board pending at June 2014

Anne Stephenson—Managing Director, Stephenson Thorner Ltd

Vicki Carpenter—Senior Lecturer, Faculty of Education, The University of Auckland

Frances Nelson—Principal, Fairburn School, Auckland

Fiona Pimm—General Manager, Māori Health and Primary & Community Service, South Canterbury District Health Board²

¹ Appointed deputy chair on the resignation of Martin Thrupp, May 2014.

² Co-opted onto the Board, effective June 2014.

NZCER Press

The Press had a strong result this year, with revenue up 9 percent on last year. We launched a number of excellent new publications, including the *PAT: Punctuation and Grammar* assessment tool, which is proving to be very popular with a wide range of schools.

Overall our surplus was also well above that forecast, mainly due to greater than anticipated sales of *PAT: Punctuation and Grammar*. Other factors were increased royalty payments from the Australian Council for Educational Research for their use of our test items, and the close management of costs.

Access to our online journals extended further this year with all university students now having access to current and past issues of our four journals. A major focus in the coming year will be improving the user experience and making the content more attractive and more relevant to busy practitioners.

The Press also published a large number of high-quality research reports and working papers authored or co-authored by NZCER researchers, including *Primary and Intermediate Schools in 2013: Main Findings from the NZCER National Survey* by Cathy Wylie and Linda Bonne, and *Doing Research that Matters: A Success Story with Statistics Education* by Rosemary Hipkins. These are listed in the research publications section of this report.

Highlights

- *Key Competencies for the Future*, a book by NZCER researchers Rosemary Hipkins, Rachel Bolstad, Sally Boyd, and Sue McDowall, was launched in May and has been extremely well received by the teaching community.
- A Futures Education special issue of the journal *set: Research Information for Teachers* was published in June. The articles in the special issue were intended to encourage teachers and schools to embrace a futures orientation in their thinking.
- International distribution of our book titles grew dramatically this year with increased sales via online bookstores, such as Amazon and the Book Depository, using the Print On Demand model rather than the traditional physical warehousing of books.

Journal issues published

- *set: Research Information for Teachers*, 2, 2013
- *set: Research Information for Teachers*, 3, 2013
- *set: Research Information for Teachers*, 1, 2014
- *Early Childhood Folio*, 16: Volume 2, 2013
- *Assessment Matters*, 4: 2013
- *Curriculum Matters*, 9: 2013

Books (print and ebook)

- Berryman, M., Bishop, R., & Wearmouth, J. (2014). *Te Kotahitanga: Towards effective education reform for indigenous and other minoritised students*.
- Bolstad, R., Hipkins, R., Boyd, S., & MacDowell, S. (2014). *Key competencies for the Future*.
- Carr, M., & Peters, S. (2013). *Key competencies, assessment and learning stories*.
- Davison, M., Enright, P., & Sheehan, M. (2014). *History Matters 2*.
- McKinley, M., & Madjar, I. (2013). *Malamalama i le NCEA (Lomiga lona lua/2nd ed)*.
- McKinley, M., & Madjar, I. (2013). *Understanding NCEA: A Relatively Short and Very Useful Guide for Secondary Students and Their Parents (2nd ed)*.
- Mutch, C. (2013). *Doing Educational Research*.
- Smith, J. (2014). *Peter Smith: His Life and Legacy in Art and Education*.

Psychological Test Services (PTS)

The Psychological Test Services (PTS) team provides professional information and advice on the purchase of psychometric tests to a wide range of customers. PTS has a long-standing reputation in New Zealand for providing independent advice on tests across a range of different fields of psychology, including organisational and human resources, clinical psychology, and educational psychology.

In recent years growing competition in the area of organisational and human-resources-related testing has seen revenue in this area of our business decline. We continue to work to rationalise the number of tests sold in this area and develop exclusive licence agreements with the tests' publishers that we do represent. An example of this is The Leadership Circle (TLC) 360 leadership assessment tool which we have the exclusive rights to distribute in New Zealand. We also provide the training for the instrument and support consultants with advice about its use and in-depth debriefing. We are increasing the revenue from this tool and now hold training workshops for consultants twice yearly.

Our range of tests in the area of educational psychology continues to grow in importance both to the PTS business and in supporting NZCER's wider work. We are placing increasing emphasis on this area and looking at adding value to the tests that we on-sell into New Zealand. One example is the development of New Zealand test norms for the new edition of the comprehensive test battery The Woodcock Johnson IV, which is due for release in the New Zealand market in 2016. This is an interesting piece of work for the PTS team and one that will involve collaboration and support from the wider research and development team.

During the year our staff continued to represent the PTS business at the New Zealand Psychological Society Conference. This is an important conference that connects us with a wide range of our customers across the different fields of psychology. This year we also attended the SPELD Conference in Nelson, showcasing our range of educational psychology products, which are used predominantly by educational psychologists and SPELD assessors in special education and gifted education. The Resource Teacher: Learning and Behaviour (RTL B) Forum, which was held in Auckland this year, was a great opportunity for us to connect with RTL B cluster managers and highlight the educational assessments that PTS has available to schools and RTL Bs.

This year we have continued the project to fine-tune our customer registration process. We consulted with our customers and with user groups, such as the New Zealand Psychologists Board and the New Zealand Psychological Society, on test user registration, and our new registration system came into effect in January 2013. We have had a very favourable response from our customers. The new system tightens up our process, ensuring that test users are only purchasing assessments they have the required qualifications and expertise to use.

The NZCER corporate website was upgraded this year and we are working closely with the web development team to improve the functionality and design of the PTS web pages, which highlight our products. We are also working on providing more information about PTS and developing help documents to add to our web pages. We send a monthly e-newsletter to keep in contact with our test users and provide information about test developments and upcoming events.

Research overview 2013–14

NZCER's research programme is an interesting mix of contestable research and evaluation contract work that we win over the year, and work we plan and carry out with the support of our government grant. Collectively we have deep expertise and well-established collaborative ways of working and continuing to learn. Our researchers and statisticians are able to draw on knowledge and skills from other parts of the organisation, working closely with products and services, IT, communications and project management support. In addition, we often work in teams with a range of external organisations with complementary expertise.

An early highlight to the year was the appointment of Karen Vaughan as a new chief researcher. Karen heads NZCER's Learning at Work research programme, and her work in this field has achieved international recognition. Karen picked up responsibility for management of the government grant programme of work, alongside Rosemary Hipkins.

Government grant programme

The most significant pieces of work from the government grant programme (previously called the purchase agreement) in the year were the primary and intermediate schools national survey and the book *Key Competencies for the Future*, written by NZCER's Rosemary Hipkins, Rachel Bolstad, Sally Boyd, and Sue McDowall (see page 10 for more on this book). We released the findings from the survey that related to National Standards in December 2013, as a paper drawing on those findings was presented at the New Zealand Association for Research in Education (NZARE) Conference. The main survey findings were released in a full report and visual summary in May 2014.

Another project of note funded partly by the government grant is Knowing Practice, which is a partnership with Ako Aotearoa that looks at learning at work across the quite different contexts of GPs, engineers, and builders.

We began the next phase of our longitudinal project, Competent Learners @25 during the year.

We have also used the government grant to diversify our research outputs in order to try to reach different audiences. For example, Rachel Bolstad led a project called Curriculum for the Future, which sought to explore what the curriculum might look like in the future. The output was a game that can be used in a workshop session with audiences, such as students or parents, to provoke thinking and discussion about curriculum ideas.

A key aim of the government grant is to enable researchers to present and disseminate their work as widely as possible. Rosemary Hipkins and Rachel Bolstad gave talks as part of the Ministry of Education's Research area at the Festival of Education in Wellington. Researchers have presented at

conferences in South Korea, Canada, and China during the year. Three researchers gave presentations at the American Education Research Association (AERA) Conference, and NZCER Director Robyn Baker spoke at a conference in Oman.

There's also high demand for NZCER researchers to provide lectures and workshops for New Zealand audiences, and these are listed in the following pages. Of particular note is the continued interest in hearing from chief researcher Cathy Wylie, following the 2012 publication of her book *Vital Connections*, which critiqued the Tomorrow's Schools reforms.

Te Wāhanga

Te Wāhanga has put a strong focus on te reo Māori and critical education issues for whānau. The Ka Whānau Mai Te Reo project explores support for reo development as whānau move within the education sector. There is now a partnership with Ako Aotearoa to expand the scope to the tertiary sector. Te Wāhanga completed a bibliography for Te Taura Whiri (Māori Language Commission) on the work of Richard Benton, who led the NZCER Sociolinguistic Survey of Māori Language surveys in the 1970s. A report was also published from a study of the perspective of Pākehā researchers involved in kaupapa Māori research.

Contestable contracts

The research group undertook a mix of large and small contestable contracts over the year. The evaluation of Positive Behaviour for Learning (PB4L) is a significant project that enables us to make links across five different Ministry of Education initiatives. National Monitoring Study of Student Achievement: Wānangatia te Putanga Tauira involves a number of NZCER staff in collaboration with the University of Otago. A number of research staff have roles in the NZCER project team within the Te Toi Tupu professional learning and development consortium and this work is profiled on page 8.

The Assessment Design and Reporting team has been involved in the development of the Progress and Consistency Tool

(PaCT) for the Ministry of Education, in a three-phase data-collection and data-modelling project to refine the frameworks and develop the reporting scale.

A small project carried out for Sport New Zealand has provided useful insights into using sport to engage disaffected students in numeracy and literacy. Our work for the New Zealand Teachers Council on induction and mentoring has enabled the team to link with Australian researchers.

NZCER did not hold a conference in the year but a number of staff were involved in the planning of, and presented at, the Australasian Science Education Research Association (ASERA) Conference, which was hosted in New Zealand at Te Papa in July 2013. We began planning a future-oriented science conference for later in 2014.

Teaching and Learning Research Initiative (TLRI)

TLRI is a government fund for research about teaching and learning, focused on outcomes for learners. NZCER co-ordinates the fund and its associated research programme on behalf of the Government, working with the TLRI advisory board.

Eight projects were selected for funding in the 2013 funding round. We also announced funding for a research project based around an innovative kaupapa Māori early childhood education centre, following a Request for Proposals process.

During the year NZCER senior researcher Jo MacDonald became the new project leader for the TLRI within NZCER. A TLRI development team works on ways to increase the impact of projects and the programme as a whole, and the operations team includes administration, communications and publishing support. One development during the year was a new series called TLRI Project Plus, which will be an opportunity to look across a number of projects. NZCER chief researcher Rose Hipkins was commissioned to write the first Project Plus paper, drawing lessons from two successful statistics education projects. A booklet will be produced and disseminated later in the 2014 year.



General manager, research and development
Jacky Burgon, and chief researchers Cathy Wylie, Karen Vaughan, and Rose Hipkins.

The Research team 2013–14:

Alex Hotere-Barnes
Alex Neill
Ally Bull
Charles Darr
Chris Joyce
Debbie Broughton
Elliot Lawes
Hilary Ferral
Jan Eyre
Jenny Whatman
Jess Mazengarb
Jessica Hutchings
Jo MacDonald
Jonathan Fisher
Juliet Twist
Liesje Stevens
Linda Bonne
Lorraine Spiller
Melanie Berg
Nicola Bright
Rachel Bolstad
Rachel Felgate
Sally Boyd
Sally Robertson
Sue McDowall
Verena Watson

Research support team:

Sally Armitage
Rachael Kearns
Christine Williams

Completed research projects

Back to the Future 2: Teachers & Change

Ally Bull

This project aimed to scope and pilot a small action research project involving NZCER researchers working with a cluster of teachers to explore the development of “21st century” teaching. A working paper was produced and the project has informed our future-oriented work.

Facilitators’ Work

Jenny Whatman

Facilitators were previously known as School Support Services Advisors. This project focuses on how people learn in these roles: what and how they learn in their work environment; how they integrate this learning with their work; and how they use this learning to assist teachers in their professional learning.

This project was funded by the government grant.

Curriculum for the Future

Rachel Bolstad

This work sought to explore how and why the content and the purpose of the school curriculum need to change to be future-oriented, and what that might look like in practice. The work plan was revised after the original project leader Jane Gilbert left NZCER and it was decided to produce short working papers and a thinking resource for teachers. A resource called the curriculum for the future game was developed and trialled with interested schools. It is a resource that schools and their communities can use to generate discussion of future curriculum ideas.

This work was funded by the government grant.

Future Directions for Key Competencies

Rose Hipkins

NZCER has a substantial body of work related to implementation of the key competencies in the *New Zealand Curriculum*. We wanted to build on what is already known to: move thinking and practice forward in schools; inform NZCER’s ongoing work programme; engage the wider community in dialogue about key competencies and curriculum change more generally; learn from what has been happening elsewhere; and disseminate our own work to a wider audience, including internationally. The result was the book *Key Competencies for the Future* (see page 10).

This work was funded from the government grant.

He Ua Kowhai

Jessica Hutchings

Connecting to the Te Wāhanga-led, Kei Tua o Te Pae hui series in 2011 and 2012, this one-year project aimed to further position Te Wāhanga as a critical contributor to kaupapa Māori theory and methodologies as they pertain to educational research. The focus was building kaupapa Māori methodologies that support educational research that strengthens whānau wellbeing. A journal article is forthcoming.

Inclusive Practices Tool

Sally Boyd, Jonathan Fisher

The overall objective of this project was to develop an online self-review tool for schools: originally called the Inclusion Smart Tool. Schools use the tool to do a self-review of their inclusive practices in relation to students with special education needs. The tool aims to assist schools to collect data from a range of different stakeholders to support the self-review process. When completed, the tool was located on the *Wellbeing@School* website and continues to be managed by NZCER.

This work was funded by the Ministry of Education.

New Zealand Students' International Knowledge & Skills

Rachel Bolstad

This exploratory study aimed to identify a method or methods that might be effective in measuring New Zealand senior secondary-level students' "international knowledge and skills" (or "international capabilities"), as the international and intercultural facet of the key competencies. As such, the study represented an important preparatory stage for any further work to measure and document New Zealand school leavers' capabilities to be and become effective citizens in a globally interconnected world.

This work was funded by the Ministry of Education.

Pākehā Working in Cross-cultural Educational Research Spaces

Alex Hotere Barnes

This study investigated the roles Pākehā are taking in cross-cultural and/or explicitly kaupapa Māori educational research spaces and explored some of the challenges (professional, institutional, and personal) and learning involved in this work. A research report was produced and the researcher, Alex Barnes, discussed the findings in a video interview which is on the NZCER website.

This project was funded from the government grant.

TEC Youth Assessment

Sally Robertson

We developed new assessments in reading and general numeracy that are suitable for youth (aged 15–25). The new assessments provide valid and reliable assessment information regarding the literacy and numeracy knowledge and skills required to operate successfully in secondary school, in the transition from school to further education and training or employment, and in beginning further education and training or employment. Learners who sit the youth assessments use a modified version of the Adult Assessment Tool interface that has been styled to be engaging to youth.

This work was for the Tertiary Education Commission.

Te Taura Whiri

Nicola Bright

Te Wāhanga was contracted by Te Taura Whiri the Māori Language Commission to compile an annotated bibliography of studies that measure the effectiveness of interventions designed to promote language revitalisation, regeneration, and revival, both in Aotearoa New Zealand and overseas.

Young Prisoners with Special Education Needs

Karen Vaughan

The Department of Corrections contracted NZCER to investigate educational provision for young prisoners (aged 20 years and under) with special education needs.

This investigation sought to explore how educational provision for young people in prison with special education needs should be framed, and who could or should manage it.

Research-related activities

Lectures and presentations

- Baker, R., Hipkins, R., & other NZCER researchers. (2013, September). *Teaching for present and future competency: Lessons from the New Zealand experience*. Paper presented at National Symposium on Education and 21st Century Competencies, Sultanate of Oman.
- Bolstad, R. (2014, March). *Future-oriented learning: A New Zealand research(er's) perspective*. Keynote presentation to the Big Picture Education Conference, Te Papa, Wellington.
- Bolstad, R. (2014, March). *Thinking about future-oriented learning*. Presentation and workshop at the Festival of Education, Wellington.
- Bolstad, R. (2014, March). *Future-oriented learning. Or: Getting to the big picture*. Presentation to the Big River Cluster Learning and Change Network, Balclutha.
- Bolstad, R. (2014, May). *Future-oriented learning, building a curriculum for the future*. Presentation to PLG initial meeting, Amesbury School, Wellington.
- Bolstad, R. (2014, June). *Wicked problems and future-oriented education*. Presentation to Ministry of Education Curriculum, Teaching and Learning half day professional development session, Wellington.
- Bonne, L. (2013, September). *Students' mathematics self-efficacy: What is it, why is it important, and how can we help build it?* Presentation to the Mathematics Education Research Symposium, Victoria University of Wellington.
- Bonne, L. (2014, April). *Principals making connections*. Paper presented to NZEALS International Leadership Conference, Victoria University of Wellington.
- Boyd, S. (2013, November). *Measuring the impact of SiE: Documenting and sharing successes*. Workshop presentation to the SiE schools meeting, NZ Rugby Union, Wellington.
- Boyd, S., & Dingle, R. (2014, February). *PB4L school-wide evaluation: Preliminary data from the Wellbeing@School student survey*. Workshop presentation to the PB4L School-Wide National Practice Group, Ministry of Education, Wellington.
- Boyd, S., & Dingle, R. (2014, June). *The PB4L school-wide journey: A snap-shot of preliminary findings from the evaluation*. Presentation to the PB4L Education Sector Reference Group, Ministry of Education, Wellington.
- Bright, N. (2013, October). *Ka whānau mai te reo: Honouring whānau, upholding reo Māori*. Report launch and presentation at Tapu Te Ranga Marae, Wellington.
- Bright, N., Barnes, A., & Hutchings, J. (2013, November). *Ka whānau mai te reo: Honouring whānau, upholding reo Māori*. Presentation at NZARE Conference, Dunedin.
- Bright, N., Hutchings, J., & Hotere-Barnes, A. (2014, April). *Ka whānau mai te reo: Honouring whānau, upholding reo Māori: Supporting whānau Māori language development during educational transitions*. Paper presented at the AERA Conference, Philadelphia.
- Bull, A. (2014, March). *Thinking differently about curriculum*. Presentation at Ngaio School Teacher Only Day, Wellington.
- Bull, A. (2014, April). *Science education: How are we doing?* Presentation to the Sir Paul Callaghan Science Academy, Wellington.
- Burgon, J. (2013, November). *Impact of collaborative practices on quality teaching and learning within the New Zealand self-managing schools context*. APEC Education Cooperation Project, Seoul.
- Burgon, J. (2013, November). *Transitions from early intervention services to school age special education services*. Presentation at New Zealand Association for Research in Education (NZARE) Conference, Dunedin.
- Burgon, J. (2014, January). *Findings from first Intensive Wraparound Service (IWS) school and team survey*. Presentation to IWS psychologists, Nelson.
- Burgon, J. (2014, January). *Baseline school and team survey findings for Intensive Wraparound Services*. Presentation to IWS psychologists, Nelson.
- Burgon, J. (2014, February). *Inclusive Practices tool*. Presentation to Te Toi Tupu facilitators' hui, Hamilton.
- Burgon, J. (2014, April). *Making teams matter: Supporting students with high special education needs in transitions*. Paper for AERA, Philadelphia.
- Cameron, M. (2014, February). *Key findings and implications from the Teachers of Promise study*. Presentation at Australian Institute for Teaching and School Leadership (AITSL), Melbourne.
- Cosslett, G. (2014, February). *NZCER's assessment tools and related services*. Presentation to Oman delegation, Maven offices, Wellington.

- Cosslett, G., & Nichols, M. (2014, February). *NZCER's project management and assessment in New Zealand*. Presentation to Oman delegation, Maven offices, Wellington.
- Darr, C. (2013, November). *The development of an online tool to support teachers*. Presentation at the NZARE Conference, Dunedin.
- Darr, C. (2014, April). *The development of an online tool to support teacher judgments against National Standards*. Paper presented at the AERA Conference, Philadelphia.
- Darr, C. (2014, April). *New relationships between large scale and classroom assessment: A New Zealand perspective*. Presentation at the Assessment for Learning: Canada in Conversation with the World Conference, Fredericton, New Brunswick, Canada.
- Dickinson, M. (2014, March, April). ALiM presentations in Auckland, Dunedin, and Wellington.
- Eyre, J., & Carlisle, A. (2013, July). *Exploring the new, online Assessment Resource Banks: Resources to support formative assessment*. Presentation at the Consortium for Professional Learning (CPL) National Hui, Auckland.
- Eyre, J., Ritchie, J., & Carlisle, A. (2013, October). *Exploring the new online Assessment Resource Banks*. Presentation at U-Learn Conference, Hamilton.
- Ferral, H. (2013, November). *Developing a measurement scale for NMSSA Writing 2012*. Presentation to the New Zealand Association for Research in Education Conference, Dunedin.
- Ferral, H., & Joyce, C. (2013, November). *Curriculum alignment of the NMSSA science scale*. Poster presentation to the New Zealand Association for Research in Education Conference, Dunedin.
- Fisher, J. (2013, October). *Looking at the new online interactive ARBs*. ULEARN 13 Conference, Hamilton.
- Fisher, J. (2014, May). *The Assessment Resource Banks: Online and interactive. Think maths, talk maths*. PMA Teacher Seminar, Auckland.
- Fisher, J. (2014, May). *The Assessment Resource Banks: Online and interactive. Maths talk matters*, Te Toi Tupu Teacher Symposiums, Wellington and Palmerston North.
- Fisher, J., & Neill, A. (2013, October). *Algebraic patterns and the ARBs*. New Zealand Association of Mathematics Teachers (NZAMT) 13 Conference, Wellington.
- Fisher, J., & Neill, A. (2013, October). *New directions for the Assessment Resource Banks*. New Zealand Association of Mathematics Teachers (NZAMT) 13 Conference, Wellington.
- Higgins, J., & Bonne, L. (2014, April). *Using cogenerative dialogues to illuminate shifting student-teacher alignments*. Poster presentation for AERA, Philadelphia.
- Hipkins, R. (2013, July). *What difference have key competencies made to our teaching and learning?* Presentation to staff at St Mary's College, Wellington.
- Hipkins, R. (2013, October). *What research can tell us about NCEA implementation in its first decade*. Presentation to Omani delegation, Wellington.
- Hipkins, R. (2013, November). *Key competencies: International perspectives*. Presentation at the Adolescent Health Literacy Workshop, Liggins Institute, University of Auckland, Auckland.
- Hipkins, R. (2013, November). *Assessing key competencies in the classroom: Student and teacher perspectives*. Poster presentation to the New Zealand Association for Research in Education Conference, Dunedin.
- Hipkins, R. (2013, November). *The state of relationships between NCEA and NZC*. Workshop presented to Otago Deputy and Associate Principals group, Dunedin.
- Hipkins, R. (2014, January). Presentation at Royal Society to incoming teacher fellows, Wellington.
- Hipkins, R. (2014, February). Two presentations on implementation of the New Zealand Curriculum to Korean curriculum officials and school professionals, Daegu City, Korea.
- Hipkins, R. (2014, March). *Key competencies for students' futures*. Presentation at Festival of Education, Wellington.
- Hipkins, R. (2014, March). Presentation about science capabilities to delegation of science educators from Sweden, Wellington.
- Hipkins, R. (2014, May). Presentation on implementation of the New Zealand Curriculum to a conference convened by the Alberta Teachers Association, Edmonton, Canada.
- Hipkins, R. (2014, June). Core breakfast presentations and workshops, with a focus on teaching as inquiry and students' opportunities to learn, Christchurch and Hamilton.
- Hipkins, R., Bolstad, R., Bull, A., & Vaughan, K. (2013, November). *Creative researcher-practitioner interactions when defining and developing capabilities*. Symposium presented at NZARE Conference, Dunedin.
- Hipkins, R., & Boyd, S. (2013, July). *Over the starting line: Key themes from visits to Sport in Education Project (SiEP) schools*. Presentation to the SiEP school leaders meeting, NZ Rugby Union, Wellington.
- Hotere-Barnes, A. (2013, November). *From paralysis to praxis: Pākehā and kaupapa Māori educational research*. Presentation at New Zealand Association for Research in Education (NZARE), Conference, Dunedin.
- Hotere-Barnes, A. (2013, December). *Departures and arrivals: Mapping non-indigenous research praxis in indigenous educational research*. Presentation at Australian Critical Race and Whiteness Studies Association Conference, Mandurah, Western Australia.
- Hotere-Barnes, A. (2014, February). *What can Pākehā learn from engaging in kaupapa Māori educational research? Lessons for professional development and learning*. Presentation to Te Toi Tupu (Leading Learning Network) Operational Management group, University of Waikato, Hamilton.

RESEARCH 2013–14—NGĀ MAHI RANGAHAU

- Hotere-Barnes, A. (2014, June). *Treaty implications and research*. Workshop with Geography 325 (Victoria University of Wellington), Pipitā Marae, Wellington.
- Hutchings, J., (2013, December). *Equity and diversity in public education*. Parliament Theatre, Wellington.
- Hutchings, J., Bright, N., & Barnes, A. (2013, July). *Kia puāwaitia ngā tūmanako Critical issues for whānau in Māori education*. Round table presentation at He Manawa Whenua Conference, Hamilton.
- Johnson, C. (2014, February). *Working towards change –wellbeing and IPT tools*. Presentation to Resource Teachers: Behaviour and Learning Cluster Managers, Wellington.
- Johnson, C. (2014, March). *Science Thinking with Evidence (STwE)*. Resource presentation to Swedish delegation, Wellington.
- Johnson, C. (2014, May). *Online tools for literacy*. Tai Tokerau Literacy Association, Whangarei.
- Johnson, C. (2014, May). *Te Toi Tupu Maths Symposiums for primary teachers and maths facilitators/advisers*, Hamilton and Tauranga.
- Johnson, C., & Bellamy, M. (2014, May), *Building a shared understanding—data*. Resource Teachers: Learning Behaviour Cluster Managers forum, Auckland.
- Joyce, C. (2013, July). *E-learning for engagement—but what are students engaging with?* ASERA Conference, Te Papa, Wellington.
- Joyce, C., & Ferral, H. (2014, March). *National Monitoring Study of Student Achievement (NMSSA): Science*. Presentation to Swedish delegation, Wellington.
- Joyce, C., & Fisher, J. (2014, March), *The Assessment Resource Banks*. Presentation to Swedish delegation, Wellington.
- Joyce, C., Neill, A., & Fisher, J. (2013, December). *The Assessment Resource Banks*. Presentation to Hong Kong delegation, Wellington.
- MacDonald, J., & Hipkins, R. (2014, April). *Preparing an expression of interest for TLRI*. Presentation at Victoria University, Wellington.
- McDowall, S. (2013, July). *Using the languages, symbols, and texts of different learning areas*. Presentation at the New Zealand Reading Association Conference, Quality Hotel Parnell & Parnell District School, Auckland.
- McDowall, S., & Hipkins, R. (2013, October). *Key competencies as agents of curriculum change*. Presentation to delegation from Manitoba Rural Learning Consortium, Wellington.
- Neill, A., & Fisher, J. (2013, September). *Update on NZCER assessments*. One-day mathematics research symposium, Victoria University, Wellington.
- Nutthall, J., & Nolan, A. (2013, December). *Responding to ‘tricky’ data. Examples from a study of induction and mentoring in New Zealand early childhood education services*. Paper presented at AARE, Adelaide.
- Quinlan, D., & Joyce, C. (2013, November). *Science 2012: Selected findings*. Presentation to the New Zealand Association for Research in Education Conference, Dunedin.
- Robbins, S. (2014, March). ALiM presentations, Christchurch, Masterton and Rotorua.
- Robertson, S., & Gardiner, B. (2013, November). *Introducing the youth assessment development*. Plenary session, Pacific Peoples’ Literacy Symposium, Auckland.
- Robertson, S., & Gardiner, B. (2013, November). *Introducing the youth assessment development*. Plenary session, Ara mai he tētēkura, Growing Leaders, Rotorua.
- Vaughan, K. (2013, September). *Learning on-the-job for industry: Systems, strategies and practices for success*. Presented to the invitation-only Excellence in Vocational Teaching Symposium, Qingdao, China.
- Vaughan, K. (2014, May). *The value of the outsider: Research about GP learning in the workplace*. Plenary presentation to Igniting Potential: The Royal New Zealand College of General Practitioners Education Convention, Wellington.
- Whatman, J. (2013, November). *Evaluating induction and mentoring: A search for educative mentoring*. Paper presented at New Zealand Association for Research in Education Conference, Dunedin.
- Whatman, J., & Thornley, C. (2014, July). *Collaboration in evaluation between evaluators and funders. How we jointly solved our evaluation issues*. Presentation to ANZEA Conference, Wellington.
- Wylie, C. (2013, July). *How reading matters in children’s development*. Keynote presentation, School Librarians Association of New Zealand Aotearoa Conference, Wellington.
- Wylie, C. (2013, July). *Countering inequality in education*. Fabian Society, Christchurch.
- Wylie, C. (2013, August). *Secondary school leadership now*. Greater Wellington Secondary School Principals’ Association, Lower Hutt.
- Wylie, C. (2013, August). *Vital connections*. Marlborough Principals’ Association, Portage.
- Wylie, C. (2013, August). *Vital connections*. NZEI Principals’ Council, Wellington.
- Wylie, C. (2013, August). *Vital connections*. Wellington Central Harbour branch, Labour Party, Wellington.
- Wylie, C. (2013, August). *Vital connections*. NZ Association of Intermediate and Middle School (NZAIMS) executive, Wellington.
- Wylie, C. (2013, September). *Vital connections*, NZ Educational and Administration Leadership Society (NZEALS), Auckland branch, Auckland.
- Wylie, C. (2013, September). *Vital connections*. NZEALS, Bay of Plenty branch, Tauranga.

- Wylie, C. (2013, September). *Collective ways to improve teaching and learning*. Maungakiekie cluster, Auckland.
- Wylie, C. (2013, October). *Working more collectively*. Presentation to University of Canterbury Education Plus, Christchurch.
- Wylie, C. (2013, October). Contribution to keynote panel: *Overcoming Inequality: Schools, social policy and what teachers can (and can't) do*. Post Primary Teachers' Association (PPTA) Annual Conference, Wellington.
- Wylie, C. (2013, October). *New Zealand system and educational leadership*. Presentation to delegation from Manitoba Rural Learning Consortium, Wellington.
- Wylie, C. (2013, November). *NZCER 2013 Primary National Survey*. Confidential briefings for Ministry of Education; NZ Principals' Federation; NZ School Trustees' Association, Wellington.
- Wylie, C. (2013, November). *Lessons from the New Zealand stand-alone schools experience*. Keynote address, Australian Education Union Leaders Conference, Adelaide.
- Wylie, C. (2013, November). *Vital connections*. New Zealand Educational Institute (NZEI) principals' group, Nelson.
- Wylie, C. (2013, November). *Vital connection*. NZEI public meeting, Nelson.
- Wylie, C. (2013, December). *Vital connection*. New Zealand Educational Institute (NZEI) principals' group, Christchurch.
- Wylie, C. (2014, January). Briefing on NZ primary schools and systemic issues for the *Better Start Conference* keynote speakers, international visitors, and New Zealand Educational Institute Executive, Wellington.
- Wylie, C. (2014, February). Presentation to Resource Teachers: Learning and Behaviour (RTL) Cluster Managers' national meeting on Incredible Years (Teachers) evaluation, Wellington.
- Wylie, C. (2014, March). Skype presentation to Australian school leaders' study visit to New Zealand, Wellington.
- Wylie, C. (2014, April). *Stretched too thin*. Some thoughts for the NZ Principals' Federation Annual Moot, Wellington.
- Wylie, C. (2014, May). *Are our primary schools in good health?* Papakura Principals' Association, Auckland.
- Wylie, C. (2014, May). *Are secondary schools doing enough to build leadership capability?* Bay of Plenty Principals' Association Term 2 Conference, Rotorua.
- Wylie, C. (2014, June). *Educational consequences of inequality*. Inequality: Causes and Consequences Conference, Wellington.
- Wylie, C., & Bonne, L. (2013, November). *NZCER 2013 Primary National Survey*. Confidential briefing for NZEI, Wellington.

Selected advisory

- NZCER staff undertake a range of advisory activities throughout the year. These include advising policy makers, contributing to advisory boards and acting as critical friends to research groups or individuals. The following is a selection of the activities carried out in the year under review.
- Baker, R. (2014). Member of Ministerial Cross-sector Forum.
- Baker, R., & Cosslett, G. (2014, March). *NZCER—our learning about assessment and online test development*. Presentation to NZQA executives, NZCER, Wellington.
- Baker, R., & Wylie, C. (2014, March). Discussion with Graham Stoop, Ministry of Education, on systemic educational issues, Wellington.
- Bonne, L. (2014). Member of editorial review board for the *International Journal for Mathematics Teaching and Learning*, an electronic journal published by the Centre for Innovation in Mathematics Teaching, based at Plymouth University, UK.
- Boyd, S., Bolstad, R., & Baker, R. (2013, August). Meeting with Dr Yoshiyuki Nagata, Associate Professor, University of the Sacred Heart, Tokyo and Dr Hideki Maruyama, Researcher, National Institute of Educational Research, Tokyo, in relation to their comparative study of the resilience of individuals, institutions, and communities in the face of disasters, Wellington.
- Bull, A. (2014, April). Oral submission to the Education and Science Select Committee's Inquiry into engaging parents in the education of their children, Wellington.
- Bull, A. (2014, February). Reference group meeting for the Science and Society National Challenge, Wellington.
- Hipkins, R. (2014, January). Attendance as a critical friend at a meeting of Inclusive Education Capability Building (IECB) project team, Wellington.
- Hipkins, R. (2014, January). Attendance at Editorial Advisory Group for the New Zealand Science Teacher, Wellington.
- Vaughan, K. (2014, March). External Reference Group meeting for the Review of Secondary School Career Education Benchmarks, Wellington.
- Vaughan, K. (2014, March). Meeting with delegation from the Singapore Ministry of Education-led team for the ASPIRE Vocational Education Review, Wellington.
- Vaughan, K. (2014, January). Meeting with delegation from the Thailand Professional Qualifications Institute (TPQI), Wellington.
- Vaughan, K. (2014, May). Meeting with Eseti Fuli (Professional Learning Co-ordinator) at NZEI to discuss the Centre for Educational Excellence's nature of science workshops, Wellington.

- Vaughan, K. (2014, February, May). Meetings with Careers New Zealand to discuss online career framework and the draft Years 7–8 career education benchmarks, Wellington.
- Wylie, C. (2013, December). Participated in Linked Administrative Data on Children Workshop, Ministry of Social Development, Wellington.
- Wylie, C. (2013, October). Contribution to Cross-Sector Forum Leadership and Quality Teaching workstream meeting, Wellington.
- Wylie, C. (2013, July). *Vital connections*. Discussion with Education & Skills group, the Treasury, Wellington.
- Wylie, C. (2013, September). Discussion about effect of Christchurch earthquakes on schools and students with Professor Masaaki Hayo, Saitama Gakuen University, Japan, who is undertaking comparative work on schools' recovery after natural disasters.
- Wylie, C. (2014, January). Meeting with Minister of Education, Hon Hekia Parata, to discuss education system.
- Wylie, C. (2014, February). Discussion with Rosemary O'Leary, Ian Axford Public Policy Fellow, on collaboration in New Zealand education, Wellington.
- Wylie, C. (2014, February). Discussion with Sarah McGibbon, Fulbright Fellow, on New Zealand education, particularly rural schools and their networks, Wellington.
- Wylie, C. (2014, April). Discussion with Taskforce on Regulations affecting school performance, Wellington.
- Wylie, C. (2014, May). Discussion with Treasury analysts on measurement of education performance, Wellington.
- Wylie, C. (2014, May). Discussion with two Christchurch Principals' Association study award recipients on the research on principal and teacher appraisal, Wellington.
- Wylie, C. (2014, June). Discussion with Ben Riley, Ian Axford Fellow, on use of evidence and research in New Zealand policy making and practice, Wellington.
- Wylie, C. (2014, June). Discussion with Fiona Jeffries, recipient of 2014 Fulbright Distinguished Awards for Teachers, on her research in the U., Wellington.
- Wylie, C. (2014, June). Member of ERO think-tank on evaluation indicators and effective self-review, Wellington.
- Wylie, C. (2014, June). Member of Investing in Educational Success Advisory Group, Wellington.
- Wylie, C. (2014, April). Participant in 'Our Futures', Royal Society invitational seminar on implications of 2013 Census findings, Wellington.

Reports and research publications

- Barnes, A. (2013). *Working Paper 1: What can Pākehā learn from engaging in kaupapa Māori educational research?* Wellington: NZCER Press.
- Berg, M. (2013). *Primary and intermediate schools national survey: Sampling methods*. Paper given at NZARE Conference, 26–28 November, Dunedin.
- Bolstad, R., & McDowall, S. (2014). *Curriculum for the future: A workshop resource*. Version 1.0. Wellington: New Zealand Council for Educational Research.
- Bolstad, R., & McDowall, S. (2014). *Curriculum for the future: The game*. Version 1.0. Wellington: New Zealand Council for Educational Research.
- Bolstad, R., Hipkins, R., & Stevens, L. (2013). *Measuring New Zealand students' international capabilities: An exploratory study*. Final report (as yet unpublished). Wellington: Ministry of Education.
- Bonne, L. (2014, in press). Children's beliefs about intelligence. In L. Meyer (Ed.), *Oxford bibliographies in education*. New York: Oxford University Press.
- Boyd, S., & Hipkins, R. (2014). *Around the first lap. A summary report on the first year of the Sport in Education project* (unpublished report). Wellington: Sport New Zealand.
- Boyd, S. (2013). Using student, parent and whānau, and staff perspectives to inform change: The Inclusive Practices and Wellbeing@School toolkits. *Kairaranga*, 14(2), pages 57–59.
- Boyd, S., Dingle, R., & Herdina, N. (2014, in press). *PB4L School-wide evaluation: Preliminary findings*. Wellington: Ministry of Education.
- Bright, N., Barnes, A., & Hutchings, J. (2013). *Ka whānau mai te reo: Honouring whānau, upholding reo Māori*. Wellington: NZCER Press.
- Bull, A. (2014). *Rethinking professional learning and development in primary science*. Wellington: New Zealand Council for Educational Research.
- Burgon, J., & Berg, M. (2014). *Preliminary findings from the Intensive Wraparound Services evaluation Baseline survey data from schools and IWS teams* (unpublished). Wellington: Ministry of Education.
- Burgon, J., & Barwick, H. (2013). Successful transitions from early intervention to school-age special-education services. set: *Research Information for Teachers*, 3, 47–54.
- Cameron, M., & Lovett, S. (2014, in press). *Sustaining the commitment and realising the potential of highly promising teachers. Teachers and teaching, theory and practice*. London: Routledge.
- Cowie, B., & Hipkins, R. (2014). Mediated conversations: A participatory method for generating rich qualitative data. *Sage Research Methods Cases*, online see <http://srmo.sagepub.com/cases>

- Higgins, J., & Bonne, L. (2014). Exploring classroom life through cogenerative dialogues. *Cultural Studies of Science Education*, 9(1), 53–61. doi: 10.1007/s11422-013-9558-8
- Higgins, J., & Bonne, L. (2013). Exploring classroom life through cogenerative dialogues. *Cultural Studies of Science Education*, Online first. doi: 10.1007/s11422-013-9558-8
- Hipkins, R., & Cowie, B. (2014, in press). *Learning to learn, lifewide and lifelong learning: Reflections on the New Zealand experience*. (Book chapter)
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Financial statements

— Tauaki pūtea

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Statement of Comprehensive Income

For the year ended 30 June 2014

	Notes	2014 \$	2013 \$
Revenue			
Revenue	2	8,635,934	8,254,898
Interest Income		119,264	128,275
Other Income	3	1,076,653	861,481
Total Revenue		9,831,851	9,244,654
Expenditure			
Cost of Sales		606,397	585,448
Operating Expenses	4	2,707,041	2,527,176
Personnel Expenses		5,723,007	5,595,221
Accommodation Expenses		484,988	452,183
Depreciation and Amortisation Expense		94,086	128,171
Total Expenditure		9,615,519	9,288,199
Net Surplus / (Deficit)		216,332	(43,545)
Other Comprehensive Income		-	-
Total Comprehensive Income		216,332	(43,545)

The accompanying notes form an integral part of the financial statements.

Statement of Changes in Equity

For the year ended 30 June 2014

	2014 \$	2013 \$
Equity at Start of the Year	3,512,739	3,556,284
Total Comprehensive Income	216,332	(43,545)
Balance at 1 July	3,729,071	3,512,739

The accompanying notes form an integral part of the financial statements.

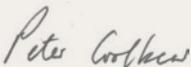
Statement of Financial Position

As at 30 June 2014

	Notes	2014 \$	2013 \$
Current Assets			
Cash and Cash Equivalents	5	925,066	853,206
Investments	5	2,960,000	2,510,000
Trade and Other Receivables	6	1,868,557	2,385,162
Project Work in Progress		0	0
Inventory	7	398,579	350,676
Total Current Assets		6,152,202	6,099,044
Non-current Assets			
Property, Plant and Equipment	8	220,611	208,783
Intangible Assets	9	567,190	243,501
Total Assets		6,940,003	6,551,328
Current Liabilities			
Trade Payables		403,796	407,024
Employee Entitlements	10	391,029	322,670
Other Payables	11	2,353,158	2,211,144
Total Current Liabilities		3,147,983	2,940,838
Non-current Liabilities			
Employee Entitlements	10	62,949	97,751
Total Liabilities		3,210,932	3,038,589
Equity			
Accumulated Funds		3,729,071	3,512,739
Total Equity		3,729,071	3,512,739
Total Equity and Liabilities		6,940,003	6,551,328


Robyn Baker

Director


Peter Coolbear

Chair

30 September 2014

The accompanying notes form an integral part of the financial statements.

Statement of Cash Flows

For the year ended 30 June 2014

	Notes	2014 \$	2013 \$
Cash Flows from Operating Activities			
Cash was Provided from:			
Government Grant		1,378,773	1,525,227
Sales Receipts		1,784,963	1,964,634
Projects		6,115,365	4,613,728
Interest Received		128,637	127,902
Educational Funds Receipts	11	1,593,613	1,652,539
Other Receipts		1,075,673	859,441
Sale of Short-term Deposits		6,160,000	6,020,000
Net GST		(277,727)	259,783
		17,959,297	17,023,254
Cash was Disbursed to:			
Salaries and Related Employee Costs		5,636,459	5,554,506
Operating Expenses		2,981,333	3,146,844
Cost of Sales		654,300	545,772
Purchase of Short-term Deposits		6,610,000	5,430,000
Educational Funds Expenses	11	1,576,474	1,702,317
		17,458,566	16,379,439
Net Cash Inflow from Operating Activities	12	500,731	643,815
Cash Flows from Investing Activities			
Cash was Provided from:			
Sale of Property, Plant and Equipment		732	2,040
Cash was Applied to:			
Purchase of Property, Plant and Equipment		(99,057)	(88,279)
Purchase of Intangible Assets		(330,546)	(234,974)
Net Cash Outflow from Investing Activities		(428,871)	(321,213)
Total Cash Flow			
Net Increase/(Decrease) in Cash Held		71,860	322,602
Opening Balance Cash and Bank		853,206	530,604
Closing Cash and Bank			
		925,066	853,206
Comprising:			
Cash and Cash Equivalents			
		925,066	853,206

The GST (net) component of operating activities reflects the net GST paid and received with the Inland Revenue Department (IRD). The GST (net) component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes.

The accompanying notes form an integral part of the financial statements.

Notes to the Financial Statements

For the year ended 30 June 2014

1. Statement of Accounting Policies

REPORTING ENTITY

The New Zealand Council for Educational Research (the Council) is a public benefit entity established under the New Zealand Council for Educational Research Act 1972.

It provides educators, students, parents, policy makers and the public with innovative and independent research, analysis and advice. The Council is a reporting entity for the purposes of the terms of section 32 of the New Zealand Council for Educational Research Act 1972. Its registered office and principal place of business is at 178 Willis Street, Wellington.

The financial statements of the Council are for the year ended 30 June 2014, and were approved on 30 September 2014.

BASIS OF PREPARATION

The financial statements have been prepared in accordance with Generally Accepted Accounting Practice in New Zealand ("NZ GAAP"). They comply with the New Zealand Equivalents to International Financial Reporting Standards ("NZ IFRS") and other applicable financial reporting standards as appropriate for public benefit entities.

The financial statements have been prepared on the basis of historical cost, which is based on the fair values of the consideration given in exchange for assets.

Accounting policies are selected and applied in a manner which ensures that the resulting financial information satisfies the concepts of relevance and reliability, thereby ensuring that the substance of the underlying transactions or other events is reported.

The accounting policies set out below have been applied in preparing the financial statements for the year ended 30 June 2014 and the comparative information presented in these financial statements for the year ended 30 June 2013.

FUNCTIONAL CURRENCY

The financial statements are presented in New Zealand dollars. The functional currency of the Council is New Zealand dollars.

The Minister of Commerce has approved a new Accounting Standards Framework (incorporating a Tier Strategy) developed by the External Reporting Board (XRB). Under this Accounting Standards Framework, the Council is classified as a Tier 2 reporting entity and it will be required to apply relevant Public Benefit Entity Accounting Standards (PAS).

Due to the change in the Accounting Standards Framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS will not be applicable to public benefit entities. Therefore, XRB has effectively frozen the financial reporting requirements for public benefit entities up until the new Accounting Standards Framework is effective. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

SIGNIFICANT ACCOUNTING POLICIES

The following significant accounting policies have been adopted in the preparation and presentation of the financial statements.

A) Revenue Recognition

Revenue is measured at the fair value of consideration received or receivable and is recognised to the extent that it is probable that the economic benefits will flow to the Council and the revenue can be reliably measured. The following specific recognition criteria must also be met before revenue is recognised.

Sales of educational resources

Revenue derived from the sales of educational resources to third parties is recognised when the Council has transferred to the buyer the significant risks and rewards of ownership of the work. Risks and rewards are considered passed to the buyer at the time of delivery of the goods to the customer.

Rendering of services (project revenue)

Revenue from the provision of research work is recognised by reference to the stage of completion. Stage of completion is measured by reference to the percentage of totals for each contract. Where the contract outcome cannot be measured reliably, revenue is recognised only to the extent of the expenses recognised that are recoverable.

Interest revenue

Interest revenue is recognised in the Statement of Comprehensive Income using the effective interest method.

Non-government grant

Non-government grants are recognised as revenue when they become receivable unless there is an obligation to return the funds if conditions of the grant are not met. If there is such an obligation, the grants are initially recorded as grants received in advance and recognised as revenue when conditions of the grant are satisfied.

B) Government Grants

The Council is a statutory body. Government grants are recognised at their fair value where there is reasonable assurance that the grant will be received and all attaching conditions will be complied with.

When the grant relates to an expense item, it is recognised as income over the periods necessary to match the grant on a systematic basis to the costs that it is intended to compensate.

C) Trade and Other Receivables

Short-term debtors and other receivables are recorded at their face value, less any provision for impairment.

Impairment of a receivable is established when there is objective evidence that the Council will not be able to collect amounts due according to the original terms of the receivable. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, receivership or liquidation, and default in payments are considered indicators that the debtor is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted using the original effective interest rate. The carrying amount of the asset is reduced through the use of a provision for impairment account, and the amount of the loss is recognised in the surplus or deficit. Overdue receivables that are renegotiated are reclassified as current (that is, not past due). Bad debts are written off when identified.

D) Cash and Equivalents and Investments

Investments in bank deposits are initially measured at fair value plus transaction costs. After initial recognition, investments in bank deposits are measured at amortised cost using the effective interest method. For bank deposits, impairment is established when there is objective evidence that the Council will not be able to collect amounts due according to the original terms of the deposit. Significant financial difficulties of the bank, probability that the bank will enter into bankruptcy, and default in payments are considered indicators that the deposit is impaired.

E) Inventory

Inventory held for distribution or use in the provision of services that are not supplied on a commercial basis is measured at the lower of the weighted average, adjusted, when applicable, for any loss of service potential and net realisable value. Where inventory is acquired at no cost or for nominal consideration, the cost is the current replacement cost at the date of acquisition.

Inventory held for sale or use in the provision of goods and services on a commercial basis is valued at the lower of cost and net realisable value. The cost of purchased inventory is determined using the weighted average cost method.

The write-down from cost to current replacement cost or net realisable value is recognised in the Statement of Comprehensive Income in the period when the write-down occurs.

F) Property, Plant and Equipment

Plant, equipment and leasehold improvements are stated at cost less accumulated depreciation and any impairment in value. Cost includes expenditure that is directly attributable to the acquisition of the item.

The cost of an item of property, plant or equipment is recognised as an asset only when it is probable that future economic benefits or service potential associated with the item will flow to the Council and the cost of the item can be measured reliably.

When an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value when control over the asset is obtained.

On the subsequent disposal or permanent withdrawal of an item of property, plant or equipment the difference between the disposal proceeds (if any) and the carrying amount is recognised in the Statement of Comprehensive Income.

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals are included in the surplus or deficit.

Costs incurred subsequent to initial acquisition are capitalised only when it is probable that future economic benefits or service potential associated with the item will flow to the Council and the cost of the item can be measured reliably.

The costs of day-to-day servicing of property, plant and equipment are recognised in the Statement of Comprehensive Income as they are incurred.

Depreciation on property, plant and equipment is calculated on a straight line basis.

The following estimated useful lives are used in the calculation of depreciation:

Furniture and Fittings	10 years	(10%)
Computing and Electronic Equipment	3 years	(33%)

Leasehold improvements are depreciated over the unexpired period of the lease or the estimated remaining useful lives of the improvements, whichever is the shorter.

The residual value and useful life of an asset is reviewed, and adjusted if applicable, at each financial year-end.

G) Impairment of Assets

Plant and equipment and intangible assets that have a finite useful life are reviewed for impairment when events or changes in circumstances indicate the carrying value may not be recoverable.

Impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use. The total impairment loss is recognised in the Statement of Comprehensive Income.

H) Intangible Assets

Product development costs

Product development costs that meet the recognition criteria in NZ IAS 38 are capitalised as incurred. The cost model is applied to all classes of intangible assets.

Gains or losses arising from derecognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the Statement of Comprehensive Income when the asset is derecognised.

Amortisation charged on product development costs is recognised on a straight line basis over a period of 3 years and is taken to the Statement of Comprehensive Income through the "expenses" line item.

Product development costs are tested for impairment where an indicator of impairment exists. Useful lives are also examined on an annual basis and adjustments, where applicable, are made on a prospective basis.

Acquired computer software licences are capitalised on the basis of the costs incurred to acquire and bring to use the specific software.

Staff training costs are recognised as an expense when incurred.

Costs associated with maintaining computer software are recognised as an expense when incurred.

Computer software

Computer software is measured at cost less amortisation and impairment losses. It is amortised on a straight line basis over its useful life of a maximum period of 3 years, commencing from the time the software is held ready for use. Staff training costs are recognised as an expense when incurred. Costs associated with maintaining computer software are recognised as an expense when incurred.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

Computer Software	3 years	(33%)
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I) Trade and Other Payables

Short-term creditors and other payables are recorded at their face value. Trade and other payables are recognised when the Council becomes obliged to make future payments resulting from the purchase of goods and services. They are initially measured at fair value and subsequently measured at amortised cost using the effective interest method.

J) Project Income in Advance

Project revenue relating to work not completed on contract is classified as projects funds in advance.

K) Provision for Employee Entitlements

Provision is made in respect of the Council's liability for annual leave, long service leave and retirement leave.

They are recognised when the Council has a present obligation (legal or constructive) as a result of a past event, and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation.

The present value of the long service and retirement leave obligations depends on a number of factors that are determined on an actuarial basis using a number of assumptions. Two key assumptions used in calculating this liability include the discount rate and the salary inflation factor. Any changes in these assumptions will impact on the carrying amount of the liability.

Short term

Provisions made in respect of employee benefits expected to be settled within 12 months are measured at their nominal values using the remuneration rate expected to apply at the time of settlement. These include salaries and wages accrued up to balance date, annual leave earned but not yet taken at balance date, retiring and long service leave entitlements expected to be settled within 12 months.

Long term

Provisions made in respect of employee benefits which are not expected to be settled within 12 months are measured as the present value of the estimated future cash outflows to be made by the organisation in respect of services provided by employees up to reporting date.

Employee benefits that are due to be settled beyond 12 months after the end of the reporting period in which the employee renders the related service, such as long service leave and retiring leave, are calculated based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement and contractual entitlements information
- the present value of the estimated future cash flows.

The discount rate is based on the weighted average of interest rates for government stock with terms to maturity similar to those of the relevant liabilities. The inflation factor is based on the expected long-term increase in remuneration for employees.

Presentation of employee entitlements

Annual leave, vested long service leave and non-vested long service leave and retirement gratuities expected to be settled within 12 months of balance date are classified as a current liability. All other employee entitlements are classified as a non-current liability.

L) Operating Leases

Leases where the lessor retains substantially all the risks and benefits of ownership of the asset are classified as operating leases.

Operating lease payments are recognised as an expense in the Statement of Comprehensive Income on a straight line basis over the lease term.

M) Foreign Currencies

Transactions in foreign currencies are converted at the New Zealand rate of exchange ruling at the date of the transaction. Both the functional and presentation currency of the Council is New Zealand dollars.

N) GST

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

Where GST is not recoverable as input tax then it is recognised as part of the related asset or expense.

The net amount of GST recoverable from, or payable to, IRD is included as part of receivables or payables in the Statement of Financial Position. Commitments and contingencies are stated GST exclusive.

The net GST paid to or received from IRD, including the GST relating to investing and financing activities, is classified as an operating cash flow in the Statement of Cash Flows.

O) Income Taxes

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

P) Comparative Amounts

Comparative information has been reclassified, where necessary, to achieve consistency in disclosure with the current year.

Q) Other Critical Accounting Estimates and Assumptions

In preparing these financial statements, the Council has made estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimates and assumptions are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

Project income

As stated in Section a) Revenue Recognition, subsection Rendering of services, the Council reviews the progress of research contracts, estimates the work required to complete contracts and determines the amount of revenue to recognise.

An incorrect estimate of the work required to complete contracts will impact on the revenue recognised in the Statement of Comprehensive Income. The Council minimises the risk of this estimation uncertainty by monitoring projects on a monthly basis and reviewing projects by key management personnel every quarter.

Retirement and long service leave

Note 10 provides an analysis of the exposure in relation to estimates and uncertainties surrounding retirement and long service leave liabilities.

R) Other Critical Judgements in Applying the Council's Accounting Policies

Management has exercised the following critical judgements in applying the Council's accounting policies for the year ended 30 June 2014.

Leases classification

Determining whether a lease agreement is a finance or an operating lease requires judgement as to whether the agreement transfers substantially all the risks and rewards of ownership to the Council.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the Statement of Financial Position as property, plant and equipment, whereas for an operating lease, no such asset is recognised.

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

2. Revenue Consists of the Following Items

	2014	2013
	\$	\$
Sales	1,824,848	1,756,509
Government Grant	1,442,000	1,508,340
Project Revenue	5,369,086	4,990,049
Total	8,635,934	8,254,898

3. Other Income

	2014	2013
	\$	\$
Royalties	158,721	95,995
Marking Service	504,857	468,890
Customised Solutions	233,026	139,849
Other Income	180,049	156,747
Total	1,076,653	861,481

4. The Statement of Comprehensive Income Includes the Following Items

	2014 \$	2013 \$
Remuneration of Auditors		
- Audit of the Financial Statements	35,898	34,990
Board Members' Fees	18,064	17,185
Bad Debts Written Off	91	-
Operating Lease Expenses	36,474	36,759
(Gain)/Loss on Sale of Fixed Assets	(732)	(2,040)
Donations Paid	8,497	32,408
Foreign Exchange Translation Gain/Loss	-	-
Rental of Office Premises	283,502	283,502
Inventory Write-off	-	105
Operating Expense		
	2014 \$	2013 \$
Seminars and Conferences	82,480	81,809
ICT – Info & Comm Technology	364,700	186,939
Travel	284,894	229,160
Administration Expenses	717,913	649,974
Financial Expenses	48,008	53,540
Board Fees and Expenses	40,928	31,301
Contracted Services	1,059,370	1,214,249
Advertising Expenses	66,220	54,698
Library Expenses	42,528	25,506
Total Operating Expenses	2,707,041	2,527,176

5. Cash, Cash Equivalents and Investments

	2014 \$	2013 \$
Cash at Bank	265,066	193,206
Cash Equivalents – Short-term Deposits	660,000	660,000
	925,066	853,206
Investments	2,960,000	2,510,000
Total Cash, Cash Equivalents & Investments	3,885,066	3,363,206

The carrying value of all investments with maturity dates of 12 months or less approximates their fair value.

The weighted average effect interest rate for term deposits is 3.93 percent (2013: 4.02 percent).

6. Trade and Other Receivables

	2014	2013
	\$	\$
Trade Receivables	447,066	416,993
Project Receivables	1,375,371	1,879,841
Accrued Interest	34,958	44,330
Other Receivables	11,162	43,998
	1,868,557	2,385,162

As at 30 June 2014 and 2013, all overdue receivables have been assessed for impairment and appropriate provisions applied where necessary, as detailed below.

	Gross	Impairment	2014 Net	Gross	Impairment	2013 Net
Not past due days	1,616,595	-	1,616,595	2,181,876	-	2,181,876
Past due 1–30 days	112,141	-	112,141	101,331	-	101,331
Past due 31–60 days	15,126	-	15,126	22,624	-	22,624
Past due 61–90 days	24,228	-	24,228	30,836	-	30,836
Past due > 91 days	100,467	-	100,467	48,495	-	48,495
Total:	1,868,557	-	1,868,557	2,385,162	-	2,385,162

7. Inventories

	2014	2013
	\$	\$
Stock Tests/Publications	392,510	346,121
Stock Tests/Test Scoring	6,069	4,555
Total Inventories	398,579	350,676

8. Property, Plant and Equipment

	Furniture & Fittings \$	Equipment \$	Total \$
Cost			
Balance at 1 July 2012	686,402	954,908	1,641,310
Additions	-	88,279	88,279
Disposals	-	(41,985)	(41,985)
Balance at 30 June 2013	686,402	1,001,202	1,687,604
Balance at 1 July 2013	686,402	1,001,202	1,687,604
Additions	30,803	69,454	100,257
Disposals	-	(24,159)	(24,159)
Balance at 30 June 2014	717,205	1,046,497	1,763,702
Accumulated Depreciation			
Balance at 1 July 2012	595,755	818,573	1,414,328
Depreciation Expense	32,952	73,526	106,478
Eliminate on Disposal	-	(41,985)	(41,985)
Balance at 30 June 2013	628,707	850,114	1,478,821
Balance at 1 July 2013	628,707	850,114	1,478,821
Depreciation Expense	20,879	66,350	87,229
Eliminate on Disposal	-	(22,959)	(22,959)
Balance at 30 June 2014	649,586	893,505	1,543,091
Carrying Amounts			
At 1 July 2012	90,647	136,335	226,982
At 30 June and 1 July 2013	57,695	151,088	208,783
At 30 June 2014	67,619	152,992	220,611

9. Intangible Assets

	Capitalised Development \$	Intangible Assets in Progress \$	Software \$	Total \$
Cost				
Balance at 1 July 2012	116,139	-	358,974	475,113
Additions	-	234,974	-	234,974
Disposals	-	-	(365)	(365)
Balance at 30 June 2013	116,139	234,974	358,609	709,722
Balance at 1 July 2013	116,139	234,974	358,609	709,722
Additions	-	330,546	-	330,546
Disposals	-	-	-	-
Balance at 30 June 2014	116,139	565,520	358,609	1,040,268
Accumulated Amortisation				
Balance at 1 July 2012	116,139	-	328,756	444,895
Amortisation Expense	-	-	21,691	21,691
Disposals	-	-	(365)	(365)
Balance at 30 June 2013	116,139	-	350,082	466,221
Balance at 1 July 2013	116,139	-	350,082	466,221
Amortisation Expense	-	-	6,857	6,857
Disposals	-	-	-	-
Balance at 30 June 2014	116,139	-	356,939	473,078
Carrying Amounts				
At 1 July 2012	-	-	30,218	30,218
At 30 June and 1 July 2013	-	234,974	8,527	243,501
At 30 June 2014	-	565,520	1,670	567,190

10. Employee Entitlements

	2014 \$	2013 \$
Annual Leave	335,903	322,670
Retirement & Long Service Leave	118,075	97,751
	<u>453,978</u>	<u>420,421</u>
<i>Disclosed as:</i>		
Employee Entitlements – Current		
Annual Leave	335,903	322,670
Long Service Leave	55,126	-
	<u>391,029</u>	<u>322,670</u>
Employee Entitlements – Non-current		
Retirement & Long Service Leave	62,949	97,751
Total	<u>453,978</u>	<u>420,421</u>

The present value of the long service and retirement leave obligations depends on a number of factors that are determined on an actuarial basis using a number of assumptions. Two key assumptions used in calculating this liability include the discount rate and the salary inflation factor. Any changes in these assumptions will impact on the carrying amount of the liability.

In determining the appropriate discount rate, the Council considered the interest rates on NZ government bonds which have terms to maturity that match, as closely as possible, the estimated future cash outflows. The salary inflation factor has been determined after considering historical salary inflation. A weighted average discount rate of 4.86 percent (2013: 4.86 percent) and an inflation factor of 2.8 percent were used.

11. Other Payables

Current	2014	2013
	\$	\$
Accruals	323,193	312,594
Advance Subscriptions	57,176	66,988
Project Income in Advance	1,000,361	758,551
Grant Income in Advance	103,660	166,887
Educational Funds	587,572	570,433
Other Liabilities	281,196	335,691
	2,353,158	2,211,144

Trade and other payables are non-interest-bearing and are normally settled on 30-day terms, therefore the carrying value of trade and other payables approximates their fair value.

Educational funds

The Council administers a number of funds for specific educational purposes.

Teaching and Learning Research Initiative (TLRI)

The Council has an agreement with the Ministry of Education to provide programme coordination services for this Initiative. Under this agreement, the Council receives TLRI funding from the Ministry and disburses this funding on behalf of the Ministry to projects selected by the TLRI Advisory Board.

Beeby Fund 1998

The Beeby Fund is a joint initiative by the Council and UNESCO and provides funding to researchers to prepare books focused on enhancing teaching practice and students' learning. This Fund is administered by the Council.

Funds	Balance 30 June 2013	Receipts	Payments	Balance 30 June 2014
	\$	\$	\$	\$
Teaching and Learning Research Initiative	533,525	1,593,613	1,565,383	561,755
Beeby Fund 1998	36,908	-	11,091	25,817
TOTAL	570,433	1,593,613	1,576,474	587,572

Receipts and disbursements of these funds are excluded from the Statement of Comprehensive Income, as they do not meet the requirements to be recognised as revenue or expenditure of the Council. However, funds held by the Council as at 30 June have been included as current liabilities in the Statement of Financial Position.

12. Cash Flow

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

	2014 \$	2013 \$
Net Deficit	216,332	(43,545)
Add/(Less) Non-cash Items		
Depreciation	87,229	106,478
Amortisation	6,857	21,691
Bad Debts Write Off	91	-
Stock Write-off	-	105
Foreign Exchange (Gains)/Losses	-	-
Increase/(Decrease) in Non-current Employee Entitlements	(34,802)	12,645
	59,375	140,919
Add/(Less) Movements in Other Working Capital Items		
(Increase)/Decrease in Trade and Other Receivables	516,514	(546,131)
(Increase)/Decrease in Work in Progress	-	47,601
(Increase)/Decrease in Inventory (exclude write-off)	(47,903)	39,571
Increase/(Decrease) in Trade Payables	(3,228)	(171,267)
Increase/(Decrease) in Employee Entitlements (current)	68,359	(35,667)
Add/(Less) Change in Short-term Deposits	(450,000)	590,000
Increase/(Decrease) in Other Payables	(142,014)	624,374
	225,756	548,481
Add/(Less) Items Classified as Investing Activities		
(Profit)/Loss on Sale of Fixed Assets	(732)	(2,040)
Net Cash Inflow/(Outflow) from Operating Activities	500,731	643,815

13. Commitments for Expenditure

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

	2014 \$	2013 \$
Non-cancellable Operating Lease Payments		
Less than One Year	331,648	302,685
One to Two Years	344,553	17,843
Two to Five Years	1,024,745	35,420
More than Five Years	311,191	-
	2,012,137	355,948

The Council has the following leases.

	<u>Expiry dates</u>
Building Lease	30 June 2020
Ricoh Photocopiers (2)	8 October 2017
Franking Machine (Level 10)	2 February 2016
Franking Machine (Level 3)	31 January 2018
Mobile Eftpos Terminal	12 March 2016
Telephone System	23 June 2019

14. Key Management Personnel Compensation

	2014	2013
	\$	\$
Salaries and Other Short-term Employee Benefits	659,897	636,455
Post-employment Benefits	42,481	46,455
Total Key Management Personnel Compensation	702,378	682,910

Key management personnel includes the Board, Chief Executive and three General Managers. This is unchanged from 2013.

15. Contingencies

Contingent liabilities

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2014 (30 June 2013: Nil).

Contingent assets

The Council has no contingent assets (30 June 2013: Nil).

16. Related Parties

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

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

Lexie Grudnoff

Lexie is employed by the Faculty of Education, University of Auckland. A total of \$442,174 was paid to the University during the 2013/14 financial year (\$660,494 in 2012/13). This amount mainly arises from funding awarded to the University by TLRI for various research initiatives.

A total of \$46,229 was received from Auckland University for NZCER products and professional services supplied during the 2013/14 financial year (\$23,204 in 2012/13).

Liz Gordon

Liz is the Managing Director of Pukeko Research Limited and the President of NZARE. NZARE holds a contract for administrative support services with NZCER. The Council received \$11,954 from NZARE for professional services in the 2013/14 financial year (\$11,385 in 2012/13).

A total of \$9,130 was paid by NZCER to NZARE during the 2013/14 financial year (\$9,274 in 2012/13) for conference registrations.

Martin Thrupp

Martin is employed by the School of Education, University of Waikato. The University has been awarded funding by TLRI for various research initiatives, and a total of \$504,341 was paid to the University during the 2013/14 financial year (\$428,055 in 2012/13).

Peter Coolbear

Peter is the Director of Ako Aotearoa. The Council received \$165,392 from Ako Aotearoa for joint funding of projects and for consultancy services in the 2013/14 financial year (\$39,237 in 2012/13).

Robyn Baker

Robyn is the Deputy Chairperson of the Australian Council for Educational Research (ACER). A total of AUD\$33,987 was paid to ACER during the 2013/14 financial year (AUD\$27,338.57 in 2012/13). These payments primarily related to purchases of ACER products.

Vicki Carpenter

Vicki is employed by the Faculty of Education, University of Auckland. A total of \$442,174 was paid to the University during the 2013/14 financial year (\$660,494 in 2012/13). This amount mainly arises from funding awarded to the University by TLRI for various research initiatives.

A total of \$46,229 was received from Auckland University for NZCER products and professional services supplied during the 2013/14 financial year (\$23,204 in 2012/13).

17. Categories of Financial Assets and Liabilities

The carrying amounts of financial assets and liabilities in each of the NZ IAS 39 categories are as follows.

	2014	2013
	\$	\$
<i>Loans and Receivables</i>		
Debtors and Other Receivables	1,868,557	2,385,162
Investments – Term Deposits	2,960,000	2,510,000
Total Loans and Receivables	4,828,557	4,895,162

18. Financial Instruments

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

Credit risk

Credit risk is the risk that a third party will default on its obligations to the Council, therefore causing the Council to incur a loss. In the normal course of business the Council incurs credit risk from debtors and transactions with financial institutions. The Council does not require any collaterals or securities to support financial instruments as investments are with reputable financial institutions, and debtors are on normal trade terms. There is a concentration of credit risk in relation to the Council's receivables due to the reliance on the Ministry of Education for 45 percent of receivables at 30 June 2014 (30 June 2013: 59 percent). However, the Ministry of Education is a high credit quality entity.

Fair value

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

Currency risk

Currency risk is the risk that the value of a financial instrument will fluctuate due to changes in exchange rates. The Council's exposure to foreign currency risk through overseas sales and purchases is minimal. It is the Council's policy not to hedge these transactions.

Interest rate risk

Interest rate risk is the risk that the value of a financial instrument will fluctuate due to changes in market interest rates. The Council's financial instruments are subject to interest rate risk.

19. Subsequent Events

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

20. Capital Management

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

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

Independent Auditor's Report

To the readers of the New Zealand Council for Educational Research's financial statements for the year ended 30 June 2014

The Auditor-General is the auditor of the New Zealand Council for Educational Research (the Council). The Auditor-General has appointed me, John O'Connell, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements of the Council on her behalf.

We have audited the financial statements of the Council on pages 25 to 42, that comprise the statement of financial position as at 30 June 2014, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and notes to the financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the financial statements of the Council on pages 25 to 42:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Council's:
 - financial position as at 30 June 2014; and
 - financial performance and cash flows for the year ended on that date.

Our audit was completed on 30 September 2014. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the Council's financial statements that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate

in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Council's internal control.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board;
- the adequacy of all disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements. Also we did not evaluate the security and controls over the electronic publication of the financial statements.

We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

Responsibilities of the Board

The Board is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Council's financial position, financial performance and cash flows.

The Board is also responsible for such internal control as is determined necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The Board is also responsible for the publication of the financial statements, whether in printed or electronic form.

The Board's responsibilities arise from the New Zealand Council for Educational Research Act 1972.

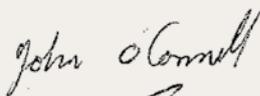
Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

Other than the audit, we have no relationship with or interests in the Council.



John O'Connell

Audit New Zealand
On behalf of the Auditor-General
Wellington, New Zealand

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Other NZCER websites

NZCER MARKING SERVICE
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SHIFTING THINKING
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Websites managed by NZCER

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