

Position description Kairangahau—Researcher

Te Rautaki a NZCER 2021–2025

Ko te kaupapa o te mātauranga, he whakatipu ākongā, he whakatinana i ngā pūmanawa, he hāpai hoki i te oranga nui o te hapori.

Te kaupapa

Ko te pūtake o tō mātou kaupapa, ko te ‘whakaterere tōmua’, arā, he kaiwhakaterere mātou e rapu ana i ngā ara hou. He whakaterere tōmua tā mātou mahi. Ko te pūtake o ā mātou mahi, he kimi i ngā ara e whiwhi ai ngā kaiako, ngā ākongā me ngā whānau ki ngā hua nui me ngā putanga whaihua o te ao mātauranga – mā te rangahau, mā ngā rauemi me ngā ratonga

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

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

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

NZCER Strategy 2021–2025

Education is about nurturing ākongā, realising potential, and helping communities thrive.

Purpose

Our purpose centres on whakaterere tōmua / wayfinding. Whakaterere tōmua is our mahi. Our purpose—through research, resources, and services—is to find ways for kaiako, ākongā, and whānau to have the best possible education experiences and outcomes.

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

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

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

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

Te Tiriti o Waitangi

E kōkirihiā ana ā mātou mahi e tō mātou kaha ki te whakaū i Te Tiriti o Waitangi. Ko Te Tiriti o Waitangi te tūāpapa o Aotearoa.

Hei tā Te Tiriti o Waitangi, me kite ngā putanga rite tahi mā te Māori, hei Māori, i roto i tō tātou ao mātauranga. He whare rangahau, he whare whakawhanake kaupapa mātou, e ū pūmau ana ki te whakatutukinga o Te Tiriti o Waitangi. Kei te whakanui mātou i te reo Māori me ōna tikanga, waihoki ko te tuakiri Māori, i roto i ā mātou mahi katoa.

Ngā whāinga tōmua

Mā ā mātou whāinga tōmua, ka tutuki tō mātou kaupapa. E whā ngā whāinga tōmua me ngā mahi hei whakatutuki.

Te whakakorenga o te mahi tāmi i te ao mātauranga

Ko tā tēnei whāinga tōmua, he whakawhanake i ngā ara mahi e whakakore atu ana i te mahi tāmi i te ao mātauranga.

E hāpai ana i te mana o te Māori, e whakamana ana i te Māori

E taunaki ana tēnei whāinga tōmua i te mōtika o te Māori ki te ako, hei Māori anō.

He whakapiki ake i te noho taurite o ngā ākonga me ngā tikanga taurite i te ao mātauranga

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

Te Tiriti o Waitangi

Our work is driven by a strong commitment to Te Tiriti o Waitangi. Te Tiriti o Waitangi is the founding document of Aotearoa.

Te Tiriti o Waitangi requires our education system to achieve equitable outcomes for Māori as Māori. As a research and development organisation, we are committed to honouring Te Tiriti o Waitangi. We value the importance of Māori language, culture, and identity in all our practices.

Strategic priorities

Our strategic priorities help us achieve our purpose. We have four strategic priorities and associated actions.

Decolonising education

This strategic priority is about developing decolonising approaches in education.

Upholding mana Māori, whakamana Māori

This strategic priority is about advocating for the right of Māori to learn as Māori.

Improving equity for ākonga and equity in education

Ko te kaupapa o tēnei whāinga tōmua, he kimi i ngā ara hei whakatinana i ngā pūkenga, i ngā tūmanako me ngā wawata o ia ākonga.

Te tū hei pou whakaawe i te ao mātauranga o āpōpō

Ko te ngako o tēnei whāinga tōmua, ko te tū hei kaikōkiri whakaaro e pā ana ki ngā kokenga whakamua o te ao mātauranga o āpōpō.

Ngā uara

E tāraia ana tō mātou waka e ō mātou uara me ngā āhuetanga e atawhaitia ana e mātou. He mea nui ki a mātou te tū motuhake; te pono; te auahatanga; te mahi ngātahi me te rangatiratanga. E atawhaitia ana ēnei āhuetanga e te:

Whanaungatanga

Ka atawhai mātou i ō mātou hononga me ngā pātuinga tau utuutu.

Manaakitanga

Ka whakamana mātou i te tangata, ka manaaki, ka atawhai hoki i a ia.

Ako

He mea nui te ako, ā, kei te ako haere hoki mātou.

This strategic priority is about finding ways to realise the strengths, hopes, and dreams of every ākonga.

Influencing the future of education

This strategic priority is about leading thinking to navigate our potential futures in education.

Values

Our values shape our culture and what we care about. We value motuhake—our independence; pono—strong ethics; auahatanga—creativity and innovation; mahi ngātahi—collaboration; and rangatiratanga—leadership. Paramount to these are:

Whanaungatanga

We value relationships and reciprocal partnerships

Manaakitanga

We respect others and treat them with generosity and care.

Ako

We value learning and are also on this journey.

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

Purpose of role

The Kairangahau—Researcher will contribute to high-quality research and evaluation projects and lead relatively straight-forward projects. These projects aim to facilitate better educational experiences for children and young people and contribute to transformational educational change. Kairangahau—Researchers may also be involved in the development and delivery of research-informed assessment and other learning resources.

Key accountabilities

- Contribute to proposals to win research funding and to further knowledge.
- Work in teams to undertake research and evaluation projects and lead small and straight-forward projects.
- Carry out project planning and implementation, instrument development, data collection and analysis, reviewing and synthesising literature, and writing of research reports.
- Disseminate research findings, including through presentations.
- Seek out opportunities to develop educational research networks.
- Contribute to the development and delivery of high-quality assessment and other learning resource development work.
- Actively contributes to research which facilitates the achievement of equitable outcomes for Māori and supports others to do the same.

Knowledge, skills and abilities

A kairangahau—researcher will have the following knowledge, skills and abilities:

- A Bachelor's degree or higher
- Typically, two to three years' experience as a kaiāwhina rangahau—research assistant
- Developing methodological expertise in areas such as education research, evaluation, kaupapa Māori research, Pacific research methodologies, and quantitative research methodologies
- Experience as a classroom teacher and/or school educator (desirable)
- An understanding of the context for education in Aotearoa NZ
- A sound knowledge of Te Tiriti o Waitangi, what it means, and how it applies to an education context
- Experience working with Māori, with Māori data, and in Māori contexts or Māori-centred projects
- Effective communication skills
- Problem-solving skills
- Critical thinking and analytical skills
- Ability to work in teams
- Ability to contribute to multiple teams and across projects.

Personal attributes

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

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

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