

Position description

Senior Researcher

Te Rautaki a NZCER 2017–2021

Mā te mātauranga e taea ai e ia ākonga o Aotearoa te kite i ō rātou pūmanawa kia ea ai ō rātou wawata.

Tō mātou kaupapa

Ka whakaawe te ao mātauranga e NZCER. Ko mātou ngā kaiarataki i te mahi rangahau, i te whanaketanga o ngā rākau āwhina me te tuku ratonga e kōkiri ana i ngā akoranga tōtika kia puta mai ai ngā hua tōtika i ngā mahi kaupapa here me ngā wāhi mahi.

I whakatūria te NZCER i te tau 1934. E tū motuhake ana a NZCER hei whare rangahau, hei whare whakawhanake i raro i tāna ake ture. Ko ngā mātāpono o te Tiriti o Waitangi te tūāpapa o ā mātou mahi, mā konā e hāpaitia ai te mana Māori i roto i ā mātou kaupapa mahi, i ngā hononga me ngā tikanga mahi.

Ka tōia mai ngā mātauranga o mua, ka kuhu atu hoki mātou ki ngā mahi mātauranga o nāianei, hei tārai i te ao mātauranga o āpōpō. Kei raro i te Ture o NZCER 1972, kei te kawe, kei te tuku atu hoki mātou i ngā momo rangahau mō te ao mātauranga. E tū motuhake ana mātou ki te tāpae pārongo, ki te tuku whakaaro me ngā momo ratonga āwhina ki te iwi whānui.

NZCER Strategy 2017–2021

Education in Aotearoa New Zealand should enable every learner to discover their potential and realise their aspirations.

Our purpose

NZCER inspires education. We play a leading role in research, developing tools, and providing services that drive effective learning and positive change in policy and practice.

Established in 1934, NZCER is an independent research and development organisation, operating under its own legislation. We use the principles of the Treaty of Waitangi as the founding document of Aotearoa to help us uphold mana Māori in our work, relationships, and ways of working.

We draw on a rich heritage of, and play an active part in, shaping the future of education. The NZCER Act 1972 provides us with a mandate to carry out and disseminate education research, and provide independent information, advice, and assistance.

Ō mātou uara

Mā ēnei uara, ā mātou mahitahi ki ētahi atu, ō mātou whanonga me ō mātou whakataunga e arataki.

Te tū motuhake

Nā ngā taunakitanga tōtika e hāngai ana, e whai mana ana ā mātou kōrero.

Te mahi ngātahi

Ka mahi ngātahi mātou ki ngā rōpū whai pūkenga kē, kia tino whai hua ngā mahi.

Te auahatanga

Mā ā mātou rangahau, ā mātou rākau āwhina me ā mātou ratonga te ao mātauranga o āpōpō e tārai.

Te ngākau pono

Nā ō mātou pūkenga me ō mātou mātāpono tōtika e tutuki ai ā mātou kaupapa i te wā tika, i roto hoki i te ngākau pono.

Our values

Our values guide how we work with others, our behaviours, and decision making.

Independence

We use robust evidence to speak with confidence and authority.

Collaboration

We work with complementary expertise to achieve greater impact.

Innovation

Our research, tools, and services help shape the future of learning and education.

Integrity

We use our expertise and strong ethical principles to deliver work that is timely and trusted.

Purpose of role

Senior researchers are members of NZCER's Research and Development Group. We carry out a wide range of education research, evaluation, assessment and resource development projects. Our priorities are guided by the NZCER Strategic Plan and underpinned by our values. We uphold mana Māori in all that we do.

The Senior Researcher will lead, design and deliver high quality research and evaluation projects, and advice. These research and evaluation projects will facilitate and contribute to transformational educational change. Senior researchers may also be involved in the delivery of high-quality assessment and other resources. This role involves leading large and/or complex projects and providing advice to national organisations.

Key tasks and responsibilities

KEY TASKS

The Senior Researcher is expected to take a **leadership role** with respect to the NZCER research programme and have a high-level of expertise in the following:

1. Research and Evaluation

- Leading, planning, managing and undertaking complex research and/or evaluation projects.
- Instrument development, data collection and analysis (quantitative and qualitative).
- Writing and editing research reports to publication standard.
- Reviewing and synthesising literature.
- Working productively with others in flexible project teams.
- Managing client and stakeholder relationships successfully, building the organisation's cross-sectoral network and facilitating discussions with and making recommendations to these groups.
- Developing new projects with others at NZCER, and in collaboration with other researchers outside NZCER.
- Conceptualising and writing research proposals, working with client, stakeholder and sector groups.
- Synthesising research findings with other work in related fields.
- Continuously improving the quality of the organisation's research and evaluation, and project delivery.

2. Communication

- Communicating in a way that generates change in the sector (raising issues, creating debate, etc).
- Giving advice to sector and client groups.
- Writing academic papers, articles, books and commentaries (think pieces) on their work.

- Developing presentations for clients, practitioners and academic conferences.
- Communicating effectively across the organisation.

3. Strategic Leadership

- Contribute to organisation-wide planning, and ‘horizon-scanning’.
- Develop the organisation’s networks, external relationships and collaborations.
- Develop and/or using their own or the organisation’s networks to generate new work for the organisation.

4. Leadership and Operational Management

- Contribute to the strategic direction of the group, and the identification of research and development priorities.
- Introducing innovative ideas—new projects, new research directions and methodologies, and leading change.
- Developing strategies for solving problems, managing risks or difficulties, and maximising opportunities associated with individual projects (the ‘project sponsor’ role).
- Leading the development of independent information and advice where research-informed expertise can make an authoritative contribution to current education debates, including policy and practice issues.
- Writing synthesizing commentaries and/or ‘think pieces’ (i.e. work that beyond individual research projects).
- Managing individual research and evaluation projects—making sure projects keep to agreed timelines, budgets and quality standards.

• Assessment Resource Development

- Contribute to NZCER’s knowledge of effective assessment design principles and assessment methodologies.
- If required, lead resource delivery teams to plan, develop, and deliver assessment and survey resources.
- Ensure there is ongoing support for users of assessments and survey resources.
- Coordinate the dissemination of key ideas about the assessment and survey resources.
- Meet with clients, identify and capture opportunities for new resource development work.
- Support for working in an on-line environment including publishing online.

5. Staff Management and Mentoring

- As required, monitoring staff performance and identifying learning goals through the Performance and Learning Conversations (PLC) process.
- Mentoring the development of others in the organisation—particularly their development as researchers.

- Contributing to a safe work environment by identifying hazards and working with the Health and Safety Representative/s to manage these hazards.

6. Health and Safety

- Taking reasonable care for your own health and safety.
- Taking reasonable care that your acts or omissions do not adversely affect the health and safety of other persons.
- Comply, so far as reasonably able, with any reasonable instruction that is given by NZCER as the person conducting a business or undertaking (the PCBU) to allow NZCER to comply with the law.
- Cooperate with any reasonable policy or procedure of NZCER relating to health or safety at the workplace.

Knowledge, skills and abilities

- A Master's degree or higher.
- Typically more than five years' experience as a researcher.
- Methodological expertise in areas such as education research, evaluation, kaupapa Māori research, Pacific research methodologies, and statistical approaches.
- A demonstrated track record of planning, designing, and delivering quality research.
- Building deep and current knowledge in a key area of education research.
- Experience as a classroom teacher/school educator is desirable.
- Ability to build relationships with clients and stakeholders in the education sector.
- Have a good understanding of the context for education in Aotearoa NZ.
- A sound knowledge of the Treaty and what it means and how it applies to an education context.
- Experience working with Māori, in Māori contexts.
- Project management skills.
- Ability to mentor and manage people.
- Experience in project leadership, management, and leading others.
- Strong communication skills and the ability to communicate complex ideas succinctly.
- Advanced problem-solving skills.
- Ability to lead and contribute to teams.

Personal attributes

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

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

- commitment to the principles of the Treaty of Waitangi and upholding mana Māori in our work
- respect for others and valuing diversity
- an ability in, and/or a desire to improve, te reo Māori
- an orientation towards continuous improvement to systems and processes
- personal desire for ongoing learning and development
- recognition of the value of team effort and sensitivity to the needs and opinions of other team members
- personal and professional integrity.

Scope of Role

Reports to: General Manager Research and Development	Direct Reports: Potentially 1 or 2 researchers
Band Range: I	Dimension Permanent / Full-time or Part-time