

# ANNUAL REPORT

2010–2011



NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH

TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

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NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH (NZCER):

## OUR STORY 2010–11 .....

NZCER is an education research and development organisation. We carry out educational research and evaluation; we develop and sell research-based products and services; and we provide evidence-based information and advice. Educational research underpins everything we do, just as it did when we were established in 1934. As a statutory body, we have our own Act of Parliament, a proud history, a clear mission and a strong niche in the New Zealand educational landscape.

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From those foundations we have built an agile and purposeful organisation for the 21st century environment of increased complexity, constant challenge and change. Shifts in national educational priorities and in the economic climate in which we work are a given. Technological change is transforming what is possible, as is our understanding of teaching and learning in the 21st century. The purposes and contexts for our research are changing, as are the tools we use, the kinds of evidence we gather and the ways we interact with research participants, partners and stakeholders.

We know the work we are passionate about, and the skills, knowledge and attributes we need to make a unique contribution. We make very careful decisions about the work we do and the work we do not do. We don't try to do everything—we think it is important to excel in defined areas and to be experts in our fields of work. We

have sought to build our capability through strategic investment in people—individuals, teams and our collective—and projects. Our revenue comes from a purchase agreement with government, from competitive research contracts and the money we make from the sales of our products and services. We are conscious of the need to get the maximum value from that revenue.

For several years the NZCER Board has invested reserves in activities such as the development of new products and services aimed at strengthening our impact and influence, and building our revenue streams. A successful example is the investment over a number of years in the revision of the Progressive Achievement Tests (PATs). In this financial year the Board agreed to a negative budget in order to target resources at building our writing assessment work programme. This has enabled us to build our capability and work in this area.

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## COMPLEX COLLABORATION

Te Toi Tupu—the Leading Learning network—is a collaboration set up to respond to a number of Ministry of Education contracts for professional development and learning in schools. NZCER is working with Cognition, Waikato University, Waikato-Tainui College for Research and Development and CORE Education. The consortium was successful in winning contracts in leadership and assessment,

e-learning, te reo and literacy. It is a complex collaboration that has required clear governance and management processes to be set up. There is a shared vision and set of principles, and a project manager and public website for the project.

NZCER's role within the Professional Learning and Development (PLD) consortium is to set up ongoing evaluation processes, including for facilitators, so

that the effectiveness of what we are offering is monitored and improved. We are contributing to the learning and capacity building of the consortium partners—helping to make it a learning group. Our work involves developing and maintaining a facilitator smart tool and presenting professional learning workshops around evaluation and the related use of smart tools. We have drawn on our experience

in a number of projects, including the Educational Leadership Practices Survey, Teacher Workplace Survey, Me and My School and the national survey series. NZCER is also increasingly being asked by PDL project leaders within the consortium to provide expert advice on data collection, data analysis and reporting.

*Putting together the best team for the particular project, whether internally or with external partners, is crucial to the success of our work.*

We are also increasingly working strategically to build our capability and capacity through purposeful collaborations. These can give us the mix of skills and knowledge that we need for the complexity of the tasks involved, while allowing us to work in the area of our greatest strength.

One example of such a partnership is the ongoing relationship we have forged with IT company Fronde Group Systems. This builds on our partnership with them to develop the literacy and numeracy tool for adults for the Tertiary Education Commission.

Another example is our involvement in the Te Toi Tupu Leading Learning consortium. The group works together to deliver a number of professional learning and development contracts for the Ministry of Education. NZCER has a clear evaluation niche within that

consortium. We believe that to find productive solutions to some of the more intractable education problems, we need new ways of thinking about them. NZCER is committed to processes that enable learning and our role within the consortium is to ensure it is a “learning group”.

Putting together the best team for the particular project, whether internally or with external partners, is crucial to the success of our work. An example within NZCER is the Wellbeing@School project, which is a contract with the Ministry of Education to develop a website and online tools to help schools take a whole-school approach to enhancing their social and emotional climate.

This is a complex project that relies on strong, purposeful connections across the organisation. The leaders have drawn on

## A NEW-LOOK PAT: LISTENING COMPREHENSION

We completed the revision of PAT: Listening Comprehension and launched it during the fourth term of 2010. The previous test was written in 1994 and teachers were enthusiastic about the revision, with sales well above expectation. The revised test contains all new and up-to-date texts and there's a more user-friendly look and feel to the test booklets and answer forms. Each test has its own booklet

and own CD with the texts and questions read by professional actors. The CDs were recorded and produced by drama and sound engineering specialists in top-quality studios.

PAT: Listening Comprehension assesses a student's ability to construct meaning from texts read to them. The revision was a major undertaking and marked the next stage in a programme of PAT redevelopment

begun in 2004. It was a team effort within NZCER involving the Assessment Design and Reporting team working with researchers, NZCER Press and sales. As usual with in-house developments, we also called on external expertise. The items were reviewed by teachers and specialists in the teaching and assessment of reading, alongside the first phase of piloting in local schools. Next came a national trial,

followed by a national norming study which involved almost 12,500 students. The result is a product that incorporates the latest thinking about the teaching and learning of listening comprehension. We would like to acknowledge the teachers, subject specialists and thousands of students from throughout New Zealand who contributed to the making of the new PAT: Listening Comprehension.

the research group, the Psychological Test Centre and Information Services for the research evidence. Assessment design and reporting are deeply involved in the survey design and development. The IT team is helping develop the website. The project has called on the organisation's contracts and project management expertise, the Marking Service and communications.

The hui and conferences during the year are other ways in which we bring together diverse teams of people for particular purposes. Research, communications, support staff and often IT take on roles, and NZCER Press is involved in publishing proceedings. This year we ran the Kei Tua o Te Pae hui in May in partnership with Ako Aotearoa. The relationship acknowledged the leadership of Ako Aotearoa in the kaupapa Māori education research area and offered a chance for both organisations to build on previous work.

## RESEARCH AND DEVELOPMENT

NZCER conducts research on contract for a range of clients. We also undertake a number of research projects funded through the purchase agreement, which in 2010–11 amounted to 17 percent of revenue. In addition, we always have a number of ideas under development, which may grow into innovative research projects or inform research-based tools, resources or services.

NZCER's research strengths include science education, curriculum and assessment, workplace learning, education for the future and student engagement and wellbeing.

Researchers worked on a wide range of projects during the year, with clients including the Ministry of Education, Tertiary Education

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### STEPPING INTO THE PARENT MARKET

The publication by NZCER Press in 2011 of the book *Understanding NCEA: A relatively short and very useful guide for secondary students and their parents* marked an important milestone. NZCER has long been interested in providing parents and the wider community with useful material but it requires the right subject and particular writing skills.

The book was written by Liz McKinley and Irena Madjar of The University of Auckland's Starpath Project. They were motivated by their research showing students and their families need a solid understanding of NCEA in order to make the best possible course choices and avoid pitfalls during senior high school years. They were very clear who their audience was and how to reach it.

It was a highly successful collaboration. The book was selling well by the end of the year and was expected to continue to do so for some time, including as an e-book. It created new connections and opened up new audiences for NZCER Press compared with our more specialist education titles. For example, an online company specialising in books for students and parents contacted us wanting to sell the book and

this contributed to strong sales. The potential mass market appeal of the book enabled us to use different promotion techniques; for example, advertising in the *Education Gazette*, in the student magazine *Tearaway* and on Facebook. The authors were interviewed on National Radio. It was a book that put NZCER Press firmly on the publishing map in 2011.

*During the year the work on revising PAT: Listening Comprehension was completed and the test was launched in late 2010, with sales exceeding expectations.*

Commission, ASB Community Trust, Department of Labour, Ministry of Culture and Heritage and Learning Media. Increasingly, our research teams put researchers alongside programmers, item writers and Web developers and often involve sophisticated project management. Again, it is about getting the right mix in a team to do the thinking and work that is required.

Our Assessment Design and Reporting team sits within the research group and includes psychometricians. During the year the team completed the revision of PAT: Listening Comprehension and worked on the revision of STAR, as well as other projects including writing assessment.

A team of researchers supports the Assessment Resource Banks (ARBs), which provide curriculum-based assessment resources in English, mathematics and science.

NZCER co-ordinates the Teaching and Learning Research Initiative (TLRI), a government research fund for teaching and learning. During the year a symposium on early childhood education research was held to explore how TLRI has contributed to the field, how that contribution might be strengthened and where the next priorities lie.

## PROFESSIONAL SERVICES AND PRODUCTS

NZCER produces and sources research-based products and resources, and runs a number of services for the education sector. Our products include books, journals and classroom resources from NZCER Press, as well as our growing range of educational tests. During the year the work on revising PAT: Listening Comprehension was completed and the test was launched in late 2010, with sales exceeding expectations.

### ENHANCING THE NZCER MARKING SERVICE

The NZCER Marking Service is one of the key professional services we offer schools. It provides online support for PATs and STAR, enabling teachers to produce detailed analysis of student achievement and progress over time in the tests. Analysis is available at the individual, class, school and question level, and there are reports tailored for use in discussion with parents. Schools can either enter the

data themselves or send them to us to scan—either way, reports from the results are available on the Marking Service website.

NZCER built this website a few years ago. Since then, we have grown the technical capacity and capability within the organisation through our work in other online projects such as the Literacy and Numeracy for Adults Assessment Tool and this deepening

experience has been reflected in developments on the site. We have also responded to feedback from users, both online and in the various workshops and presentations we've run around the country. This year we reviewed the site and conducted a more formal feedback process in the form of a detailed survey of users. This gave us good data which we are using in current and planned developments of the

site. One area we have put a great deal of work into is improving the platform that enables students to sit the tests online. We have migrated the service to a cloud-based solution, which gives us a scalable platform and the capacity to meet our current and future demands for online test delivery services.

Our educational tests are supported by the Marking Service, an online reporting and analysis service used by a third of New Zealand schools. Schools can hand mark the tests and upload the results to the website in order to generate a range of reports, or they can send us the papers to mark and upload to the website. A review of the Marking Service was carried out during the year and a number of improvements introduced.

NZCER also provides a helpdesk to support the online Literacy and Numeracy for Adults Assessment Tool.

## DISSEMINATION

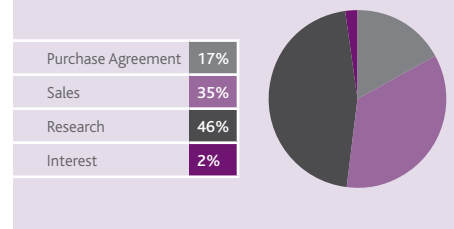
We want people to know about, understand and use our research in their practice and to inform policy. We aim, too, to reach anyone

interested in education, including parents and the wider community. We want to have influence and at times provoke and challenge. For that reason, we have a range of dissemination strategies to ensure we reach key audiences, including teachers and school leaders, other education practitioners, researchers, policy makers, politicians and the public.

Researchers give lectures and presentations, front webinars and undertake other kinds of advisory activity throughout the country. They address principal groups, school clusters, conferences and workshops. They also present internationally including, during the year, in Australia, Singapore, Japan, Ireland, Taiwan and Portugal.

We held a number of seminars, conferences and workshops during the year. In August we ran a conference called *Assessing Adult Learning:*

## WHERE OUR INCOME COMES FROM



### HUI EXPLORES KAUPAPA MĀORI RESEARCH

Te Wāhanga, NZCER's Māori research unit, hosted a two-day hui on 5–6 May 2011, at Pipitea marae in Wellington. The theme was the challenges of kaupapa Māori research in the 21st century and the event drew together an audience of Māori researchers and practitioners from wānanga, universities, government departments, iwi and community organisations.

More than 170 people attended and we received very positive feedback about the presentations and discussion. Presenters included Professor Linda Tuhiwai Smith, Moana Jackson, Ani Mikaere and Dr Wally Penetito. A video interview with Dr Leonie Pihama was shown, followed by a question and answer session with her in the United States via Skype.

As with any NZCER event, the planning and running of the hui was an organisation-wide effort. Support and communications staff worked closely with the Te Wāhanga team in the organising, and a number of NZCER staff attended over the two days. The Ropu Taumata also provided support. Proceedings from the event will be published by NZCER Press later in

2011, and an enthusiastic crew from Te Wāhanga o Awanuiārangī filmed all the presentations.

The hui was held in partnership with Ako Aotearoa. Our two organisations share an interest in building, developing and supporting quality Māori educational research and the partnership added to the success of the hui.



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*It is essential that NZCER has a dynamic and connected workforce able to think strategically and to innovate. Everybody needs to be lifelong learners and the organisation must have a genuine culture of learning.*

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*Literacy and numeracy competencies.* This reached into the workplace and industry training sector and drew on current research about how assessment can be used to support learning.

In May we held two major events: the *Kei Tua o Te Pae* two-day hui on kaupapa Māori research, at Pipitea marae, and a one-day conference on learning organisation ideas for schools, *Connected and Contagious*, also in Wellington.

Other ways we communicate our research and related work are summaries, papers, brochures, video clips, articles in the education media and on our website.

## FOUNDATIONS FOR A SUSTAINABLE LEARNING ORGANISATION

It is essential that NZCER has a dynamic and connected workforce able to think strategically and to innovate. Everybody needs to be lifelong learners and the organisation must have a genuine culture of learning.

We seek to achieve this through the strategic collaborations already mentioned, and in the investments we make in people—individually, as teams and as a collective. For example, during the year we reviewed

our IT systems and concluded that in order to meet our current work commitments, let alone continue to expand work that is IT dependent, we needed to make some significant investments in expertise, systems and resources. The decision was made to appoint an IT manager and to build more of an IT hub to enable staff can collaborate and build their expertise.

All staff set performance and learning goals for the year to guide the development of their knowledge and expertise. A number of organisation-wide strategies are in place to enhance information sharing and build knowledge, such as our regular lunchtime seminar series on issues of interest.

In addition, NZCER aims to develop and maintain sustainable business practices. We have been a member of the Sustainable Business Network since 2007 and have an active internal sustainability group.



**Robyn Baker**  
Director



**Alison Gilmore**  
Chair

## NZCER BOARD

NZCER's board employs the director and provides strategic oversight of the organisation. The board is drawn from a cross section of education, community and business interests.

### Chair—Associate Professor Alison

**Gilmore** *BA, PGDA(Ed), PhD (Otago)*—  
Educational Assessment Research Unit,  
University of Otago.<sup>1</sup>

**Deputy Chair—Peter Coolbear** *MA, PhD,  
Cert Ed (FE), MEdAdmin (Hons)*—Director, Ako  
Aotearoa.<sup>2</sup>

### BOARD MEMBERS

**Professor Margaret Carr** *BA, MA, PhD,  
DipEdStud, DipNZFKU*—Professor, Wilf  
Malcolm Institute of Educational Research  
(WMIER), School of Education, University of  
Waikato.<sup>3</sup>

**David Glover** *MA (Hons), FNZIM, MInst*—  
Chief Executive, Learning Media Ltd,  
Wellington.<sup>4</sup>

**Dr Joanna Higgins**—*PhD, MA, BEd Stud,  
BA, DipTchg*—Jessie Hetherington Centre for  
Educational Research, University of Victoria.<sup>5</sup>

**Dr Mary Hill** *BA, MEd, PhD, DipTchg*—  
Faculty of Education, the University of  
Auckland.<sup>6</sup>

**Tahu Potiki** *Ngāi Tahu* Governor-General's  
Appointee to the Board—Commentator,  
Health board member, Consultant, Ōtakou  
representative on Te Rūnanga o Ngāi Tahu<sup>7</sup>

**Martin Thrupp** *BA, DipTchg, MEd,  
PhD*—Professor, Wilf Malcolm Institute of  
Educational Research (WMIER), School of  
Education, University of Waikato.<sup>8</sup>

- 1 Member since 2005, current term ends 2013. Became board chair October 2010 after the resignation of Peter Allen.
- 2 Elected to the board 2009, current term ends 2013. Became board deputy chair February 2011.
- 3 Member since 2001, current term ends 2011.
- 4 Co-opted 2007.
- 5 Elected to the board in a bi-election, term began October 2010 and ends 2011.
- 6 Member since 2003, current term ends 2011.
- 7 Appointed from 2009, current term ends 2013.
- 8 Elected to the board 2009, current term ends 2013.

## NZCER BOARD AND ELECTORAL COLLEGE

The Board of NZCER consists of six elected members and one 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 four years, and every two 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 two year term and the Governor-General's appointment is for four 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; and

- 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.

# Products and Services

## NZCER PRESS

The focus for NZCER Press this year was to develop and expand our range of innovative research-based resources, in particular by ensuring all publications were available in both print and digital formats. Progress towards this goal in the 2010–11 year included the launch of the first e-book titles and the preparation for our four research-based journals to be available as e-journals.

During the year, long-serving publishing manager Bev Webber retired, with David Ellis taking on the role in September.

## HIGHLIGHTS

- The development and launch of the revised PAT: Listening Comprehension test in November. The new test, which featured stories read by trained voice actors on CD-ROM, has been extremely popular with schools. The Supplementary Spelling Assessments (SSpA) tests have also been expanded to include Years 7 and 8.
- Launch of 13 e-books, including selected backlist titles. Elwyn Richardson's *In the Early World*, first published in 1964, is the first of our historical titles to be republished in this format.
- Release of *Understanding NCEA: A relatively short and very useful guide for secondary school students and their parents*, by Irena Madjar and Liz McKinley of Auckland University's Starpath Project. This title has proved extremely popular with schools and parents and had to be reprinted within three months of launch.

## JOURNALS

- *set: Research Information for Teachers*, 2, 2010
- *set: Research Information for Teachers*, 3, 2010
- *set: Research Information for Teachers*, 1, 2011
- *Early Childhood Folio*, 14: Volume 2, 2010
- *Assessment Matters*, 1: 2010
- *Curriculum Matters*, 6: 2010

## BOOKS

- Alcorn, N. (Ed.). (2010). *Oloketā tingtingfo apem education long Solomon Islands: Issues in Solomon Islands education*.  
*Assessing adult learning: Literacy and numeracy competencies*. Conference Proceedings, 2010.
- Bourke, R. (2010). *The chameleonic learner*.
- Madjar, I., & McKinley, E. (2011). *Understanding NCEA: A relatively short and very useful guide for secondary school pupils and their parents*.
- Mann, S. (2011). *The green graduate: Educating every student as a sustainable practitioner*.

Openshaw, R., & Walshaw, M. (2010). *Are our standards slipping? Debates over literacy and numeracy standards in New Zealand since 1945*.

Whitinui, P. (Ed.). (2011). *Kia tangi te tītī: Permission to speak*.

## TESTS

- Croft, C. (2010). *Supplementary spelling assessments (SSpA) tests, years 7 and 8 and teacher manual*.
- Ferral, H., Lin, M., McNaughton, J., Robertson, S., Twist, J., & Watson, V. (2010). *PAT: Listening comprehension (tests and teacher manual)*.

## PSYCHOLOGICAL TEST CENTRE (PTC)

It was a challenging year for PTC, with a decision by the publisher to end our distribution of the MBTI product range in New Zealand and a general drop in sales across our range of products due to the tough economic climate. We researched new tools and worked hard to establish a number of new products in the New Zealand market. We also completed a review of our product range and plan to further enhance our product offerings in the key areas of education, clinical and organisational psychology.

As a part of this planning and review process we decided to change our name to Psychological Test Services (PTS) as from 1 July 2011. We feel that this new name more accurately describes our expanding role in offering training and advice to our customers in support of our products.

Work on the customer registration process continued, involving consultation with our key stakeholders and clients, including the New Zealand Psychologists Board and the New Zealand Psychological Society in the initial stages.

We were again represented through trade exhibitions at relevant major conferences, such as the Human Resource Institute Conference and the New Zealand Psychological Society Conference.

The PTC area on the NZCER website was successfully redeveloped with full e-commerce functionality as part of a wider redevelopment of NZCER's overall website. Our clients gave us very positive feedback and we plan to continue to work on developing the site in response to this feedback. We also introduced a monthly email newsletter providing information on new products and services which proved very popular with our clients.

## PROFESSIONAL SERVICES

Our Professional Services area grew and developed into a more clearly defined team over the past year. The team's purpose is to support the education sector in its use of quality online assessment and survey tools that have been developed or sourced by NZCER. The team draws on the collective expertise of the organisation to provide a high degree of professionalism in support and advice, workshops, conversations and communications we provide.

One of the main services we offer is the NZCER Marking Service, which provides online reporting and analysis for schools that use the new PAT and STAR tests.

Schools can either mark the tests themselves and use the website to generate useful reporting information, or we can scan the tests for them.

Survey tools we offer include Me and My School, which is a student engagement survey designed for New Zealand students in Years 7 to 10. The survey measures how connected students feel to their school, and how they view themselves as learners. Students' scores

on the survey can be converted to locations on a described engagement scale and their levels of engagement tracked over time and compared with national benchmarks.

NZCER developed the Teacher Workplace Survey tool to allow school leaders to better understand what teachers think about their work and their working environment. Such surveys are commonplace in other workplaces—this one is purpose-built for schools.

The Literacy and Numeracy for Adults Assessment Tool is an online adaptive tool primarily designed to provide robust and reliable information on the reading, writing and numeracy skills of adults. NZCER developed the tool in a project for the Tertiary Education Commission and in partnership with ACER and Fronde, and our role during the year was to support users of the tool.

## 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 TLRI fund and its associated research programme on contract to the Ministry of Education.

Ten projects were selected for TLRI funding in late 2010. There were 52 Expressions of Interest for TLRI funding in 2011. This compares with 40 in 2010 and 56 in 2009. Of those, 20 were shortlisted by the TLRI Advisory Board and were required to send in full proposals. The selections will be made later in 2011.

Two newsletters detailing TLRI projects, relevant dates and other information were written and distributed during the year.

The co-ordination team has been exploring how TLRI is contributing to knowledge building about teaching and learning, what else it could be doing and what its future priorities should be. The first focus was the early childhood education sector. Associate Professor Joce Nuttall, Principal Research Fellow from the Faculty of Education, Australian Catholic University, Melbourne,

was commissioned to write a paper, *The Contribution of the Teaching and Learning Research Initiative to Building Knowledge about Teaching and Learning: A review of early years projects 2004–2010*. As well, Anne Meade was commissioned to write *The Contribution of ECE Centres of Innovation to Building Knowledge About Teaching and Learning 2003–2010*. Then a group of leading early childhood researchers were invited to a symposium in November 2010 to discuss the papers and look to the future. A further paper was written summarising that discussion and all three are available on the TLRI website.

- Information about the fund and its projects is available at [www.tlri.org.nz](http://www.tlri.org.nz)

## PROJECTS COMPLETED

2010–11

### ACCELERATION LEARNING IN MATHEMATICS EXPLORATORY STUDY

*Rachel Dingle*

The aim of this project for the Ministry of Education was to explore how small interventions influence mathematics learning. It looked at relationships between about 40 different interventions and the relative growth students made, in terms of both achievement and affective factors including the students' mathematical identity.

The project collected pre- and post-data on student achievement and attitudes using PATs, the Numeracy Diagnostic Survey and an attitudinal survey. Information also came from the teachers and numeracy facilitators involved, using reflective questionnaires that outlined the nature of the intervention, and their reflections about its efficacy.

### ALIGNING PAT: MATHS TO NATIONAL STANDARDS

*Charles Darr*

The Ministry of Education asked NZCER to co-ordinate a programme of work to

investigate the links between performance levels on the PAT: Mathematics test and the performance required to meet National Standards. This involved running a standards-setting exercise using a bookmarking methodology and a repeat of the script scrutiny methodology originally used by the Ministry to make these links. This project was partially funded by NZCER.

### ASB EVALUATION

*Jessica Hutchings*

The ASB Community Trust funded seven community-based Māori and Pacific educational initiatives aimed at lifting student achievement and supporting improved outcomes for their communities. It contracted NZCER, in collaboration with the Research Unit for Pasifika Education (RUPIE) at The University of Auckland to evaluate the initiatives.

NZCER completed working drafts of the evaluation frameworks for Māori and Pasifika initiatives, and working drafts of the overall evaluation framework for the programme.

### COMPETENT LEARNERS @ 20

*Cathy Wylie*

Competent Learners is a longitudinal project which has tracked the development of a group of New Zealand students since

before they started school. This stage of the project involved interviews with 401 of the young people about their work and study experiences since leaving school. The report and summaries of findings are due to be published by the Ministry of Education later in the 2011 year. This is a joint NZCER/Ministry of Education project.

### CONNECTEDNESS IN YOUTH

*Jane Gilbert*

This project was part of a wider longitudinal study with the Roy McKenzie Centre for the Study of Families at Victoria University of Wellington of the relationship between “connectedness” and “wellbeing” in a group of about 2,200 young people who were 10, 12 or 14 years old when the project began.

The NZCER component of this work involved in-depth interviews with 41 of these young people (once a year each year for three years). The young people also made digital stories about themselves.

In 2006 and 2007 we completed the first two years of interviews and the young people made two digital stories. In 2008 we completed the data collection and the longitudinal analysis of the data. Subsequently a number of papers have been written and presentations made.

### FAMILIES' AND COMMUNITIES' ENGAGEMENT IN EDUCATION (FaCE)

*Ally Bull*

This purchase agreement project explored how some New Zealand schools are working with their communities to engage them in discussions about education. It built on earlier work done by NZCER for the Ministry of Education on home-school partnerships. Work completed under the overarching project included a review of current initiatives, exploration of the concept of a teachers' “learning community” and support for a group of students to lead school-community education discussions. The work is described in three working papers and other material posted on the NZCER and Shifting Thinking websites. While this project is completed, new work has grown out of it.

### FUTURE-FOCUSED ISSUES

*Rachel Bolstad*

This purchase agreement project aimed to examine opportunities and dilemmas associated with future-focused issues in New Zealand education, building on a body of work that NZCER has already undertaken in areas relevant to the “future-focus” principle in *The New Zealand Curriculum*. The first

## 2.0 Research

### 2.1 Projects completed 2010–11

written output was a case study of a youth-led sustainability network (ReGeneration) which brought together young adults and secondary school-aged youth with an interest and involvement in sustainability and environmental issues within their schools, workplaces and communities. The second was a working paper which examined different ways of thinking about what it means to take a “future focus” in education. A third paper is due to be published later in 2011, discussing views from the literature about citizenship education for the 21st century. Both working papers drew together findings from a range of current and prior NZCER projects linked with the future-focused issues and futures thinking in education. The future of education remains an important theme across a number of NZCER purchase agreement and contract research projects.

#### FUTUREinTECH EVALUATION

*Rachel Bolstad*

The Institution of Professional Engineers New Zealand (IPENZ) asked us to evaluate its FutureinTech programme. Under the programme, young professional technologists, engineers and scientists (known as Ambassadors) visit schools and carry out a variety of activities, including

career talks and classroom support with lessons and projects. IPENZ employs eight regional facilitators who co-ordinate the FutureinTech programme in their regions.

The aim of the evaluation was to look at the impact of the programme and identify what was working and where it could be improved. A number of recommendations were made.

#### HE WHĀNAU MATAU, HE WHĀNAU ORA—ADULT LITERACY DEVELOPMENT AND WHĀNAU TRANSFORMATION

*Helen Potter*

This project investigated whānau literacy development, particularly the connections between parental literacy development, tamariki literacy development and wider whānau development and transformation. Its overarching research question was: What are the impacts on whānau when parents/kaitiaki seek to develop their language, literacy and numeracy skills?

The purchase agreement project involved interviews with adult learners, whānau members, adult literacy tutors and managers and this was done with the assistance of Literacy Aotearoa. A research report was produced and distributed widely.

#### LANGUAGE, LITERACY AND NUMERACY SKILLS IN THE WORKPLACE

*Marie Cameron and Jenny Whatman*

This project is part of a much larger body of research work by the Government looking at the effect of initiatives to improve adult language, literacy and numeracy (LLN). Conducted for the Department of Labour, it looked at how—and if—LLN skills from workplace training initiatives transfer into the workplace. It involved a literature review, followed by case studies in a range of workplaces. One of the case studies was undertaken by Te Wāhanga using kaupapa Māori methodology.

#### LEARNING AT WORK

*Karen Vaughan and Jenny Whatman*

“Learning at work” is a key theme of NZCER research, with a number of related research projects. After a period of intense initial work in this area, it was decided researchers needed to step back to identify and reflect on key issues and theoretical tools that could inform this work in the future; and to think strategically about its future direction. Researchers also attended the Institute of

Adult Learning symposium in Singapore to connect with other researchers and explore collaboration possibilities. Work during the year seeded some new projects in this area.

#### LITERACY AND NUMERACY FOR ADULTS ASSESSMENT TOOL PROJECT

*Jenny Whatman and Charles Darr*

This was a major project which involved NZCER working in a consortium with the Australian Council for Educational Research (ACER) and the IT company Fronde Group Systems Limited, in partnership with the Tertiary Education Commission. The literacy and numeracy for adults assessment tool is an online computer adaptive tool tailored to meet the learning needs of adults and to assist educators, training organisations and others to make evidence-based decisions to improve the teaching and learning of literacy and numeracy skills. The project involved a team of people within NZCER, sophisticated project management and collaboration.

## 2.0 Research

### 2.1 Projects completed 2010–11

#### NZ CURRICULUM IMPLEMENTATION (PHASE TWO)

*Rosemary Hipkins*

This project was a joint initiative with the University of Waikato and carried out for the Ministry of Education. It built on the first round of Curriculum Implementation Exploratory Studies (CIES), also done with Waikato, which were completed in mid-2009. The overarching question for the second phase was: How does the school curriculum respond to the needs of the community and reflect the needs of its students? How is that enacted in the classroom?

We invited half the case study schools from the first round to continue with the new project, which looked at the ongoing implementation of the curriculum and any changes or issues they have encountered. We also used an innovative workshop methodology, which we first developed during planning for the 2009 NZCER curriculum conference series.

The final report is on the Ministry of Education website Education Counts. We also wrote a number of papers and journal articles.

#### ONLINE RESOURCES FOR EDUCATIONAL LEADERS

*Jenny Whatman*

This collaboration with CORE Education had several different strands. The Ministry of Education provides a number of online and print resources for school leaders and the project aimed to bring them together in a similar format. It included the production of short video stories from both experienced and aspiring principals; audio stories; and the editing of a series of case studies and exemplars from five secondary schools that were part of a research project on educational achievement for Māori students.

#### REVIEW AND SYNTHESIS OF ARTS EDUCATION LITERATURE

*Rachel Bolstad*

The Ministry of Culture and Heritage contracted NZCER to review and synthesise international and New Zealand literature in the area of arts education. The review focused on the arguments made, and evidence for, the contribution of participation and/or formal learning in arts disciplines, to educational, social/cultural and economic outcomes. The

synthesis examined what this could mean for achieving New Zealand's desired educational, social, economic and cultural outcomes. Two research reports were produced as well as a four-page brochure summarising the findings.

#### SUCCESSFUL MODELS OF WORKPLACE LEARNING

*Karen Vaughan*

This project aimed to enhance the teaching and learning processes, experiences and outcomes for learning in the workplace. It involved working closely with Industry Training Organisations and businesses to visit workplaces and carry out case studies, exploring a range of different models of learning currently operating in workplaces. Our analysis used theories of adult learning and development and workplace learning research, and examined the data against a 21st century education lens, to see whether and how workplace learning practices and models such as those found in these case studies might advance the overall field of education.



## LECTURES AND PRESENTATIONS

- .....
- Baker, R. (2010, November). *Leading a learning organisation*. Paper presented to the APERA conference, Kuala Lumpur.
- Baker, R. (2010, December). *Learning to be a leader*. Presentation to the Australian Council for Educational Research Women and Leadership: Celebrate and Learn forums.
- Baker, R. (2011, May). *Culturing learning*. Presentation to the NZCER annual conference, Connected and Contagious: Exploring learning organisation ideas in schools, Wellington.
- Baker, R., & Hipkins, R. (2010, August). *Futures thinking about curriculum and as curriculum*. Workshop at Learning Media conference, 2020 Visions for Learning, Wellington.
- Bolstad, R. (2010, October). *Taking a "future focus" in education: What does it mean?* Presentation to Massey Aspiring Principals Programme, Palmerston North.
- Bolstad, R. (2010, November). *Literature review on the contributions of learning in the arts*. Presentation to the Ministry for Culture and Heritage's Arts Advisory Group, Wellington.
- Bolstad, R. (2010, December). *Future focused issues in New Zealand education: Organising for emergence*. Presentation to the NZARE annual meeting, Auckland.
- Boyd, S. (2011, April). *Educating healthy citizens in New Zealand schools: Students leading the way*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Boyd, S., & Fisher, J. (2010, December). *The Safe School Climate website and tools*. Presentation to the Positive Behaviour for Learning Sector Reference Group, Ministry of Education, Wellington.
- Bull, A. (2010, December). *Community engagement in a future focused curriculum*. Presentation to the New Zealand Association for Research in Education conference, Auckland.
- Bull, A. (2010, December). *Laying the path while walking*. Round table discussion at NZARE conference, Auckland.
- Bull, A. (2011, May). *Primary science education for the 21st century: How, what, why?* Presentation to the Primary Science Education forum, Wellington.
- Bull, A., & Joyce, C. (2011, May). *Thinking science*. Workshop for Primary Science week, Porirua.
- Bull, A., & Joyce, C. (2011, June). *Primary science education for the 21st century: How, what, why?* Presentation to the Karori Schools Cluster teacher-only day, Wellington.
- Cameron, M. (2010, October). *Learning at work*. Presentation to the Teacher Education Forum of Aotearoa New Zealand (TEFANZ) biennial conference, University of Auckland, Auckland.
- Cameron, M. (2010, November). *Overview of the TLRI*. Presentation at the Making a Difference in Classrooms and Centres: The Intersection of Theory and Practice symposium, University of Waikato, Hamilton.
- Cameron, M., & Vaughan, P. (2010, July). *Effective systems for workplace assessment*. Presentation to the Vocational Skills: Growing New Zealand, ITF annual conference, Wellington.
- Cosslett, G. (2010, July). *Making the most of the learner, group and educator upload file for the Literacy and Numeracy for Adults Assessment Tool*. Webinar hosted by Copeland Wilson Associates on behalf of the NZCER Assessment Tool Service Desk team, Wellington.
- Cosslett, G. (2010, August). *Working with assessment data and the reporting provided from the NZCER Marking websites for STAR and the Junior Observation Survey tests*. Presentation to the Papakura Cluster Schools, Opaheke School, Papakura.
- Cosslett, G. (2010, September). *Making the most of the PAT: Mathematics online reporting*. Presentation to the Wellington Numeracy symposium day, Karori, Wellington.
- Cosslett, G. (2010, October). *Using the NZCER Marking Service to support board reporting*. Workshop with the Waitakere Cluster at Avondale Intermediate, Auckland.
- Cosslett, G. (2010, November). *Using the NZCER Marking Service to support board reporting*. Workshop with the Papakura Achievement Initiative at Opaheke School, Auckland.

## 2.0 Research

### 2.2 Lectures and presentations

- Cowie, B., & Hipkins, R. (2010, December). *Mediated conversations: A participatory method for gathering rich qualitative data*. Presentation to the NZARE conference, Auckland.
- Darr, C. (2011, June). *Challenges for test development in a national standards environment*. Presentation to the International Assessment for Learning symposium, Bergen, Norway.
- Darr, C. (2010, August). *Inside the Assessment Tool*. Presentation to the NZCER Assessing Adult Learning conference, Wellington.
- Darr, C., & Ferral, H. (2010, November–December). *Making measurement meaningful*. Workshops in Wellington, Auckland City, North Shore, Hamilton and Christchurch.
- Darr, C., Ferral, H., Robertson, S., Twist, J., & Watson, V. (2010, November–December). *The new PAT: Listening Comprehension*. Presentations delivered by various members of the team in Wellington, Auckland City, North Shore, Hamilton, Christchurch and Dunedin.
- Fisher, J. (2010, September). *Supporting classroom learning and overall teacher judgement with the Assessment Resource Banks: Using ARBs as evidence for the National Standards*. Workshop for numeracy lead teachers, Gisborne.
- Fisher, J. (2010, September). *Supporting classroom learning and overall teacher judgement with the Assessment Resource Banks: Using ARBs as evidence for the National Standards*. Keynote presentation to numeracy lead teachers, Victoria University of Wellington, Wellington.
- Fisher, J. (2010, September). *Supporting classroom learning and overall teacher judgement with the Assessment Resource Banks: Using ARBs as evidence for the National Standards*. Keynote presentation to numeracy lead teachers, Masterton.
- Fisher, J. (2010, September). *The Assessment Resource Banks: Supporting classroom teaching, learning and assessment*. Presentation to lead team day, Kapiti Collective, IT PD cluster, Paraparaumu.
- Gilbert, J. (2011, April). *How could school science education support a 21st century science and innovation system?* Presentation to the Science and Innovation in Education forum, Amora Hotel, Wellington.
- Gilbert, J. (2011, June). *“Thinking” in science education: Back to the future?* Presentation to the Australasian Science Education Research Association conference, University of South Australia, Adelaide.
- Harrop, S., & Central North Literacy Advisers with Whatman, J. (2011, February). *Putting the theory into practice. Teachers inquiring into their practice in literacy*. Ministry of Education hui, Waipuna Lodge, Auckland.
- Hipkins, R. (2010, July). *Conceptualising the transfer of learning in “21st century” terms*. Presentation to the ERIDOB conference, Portugal.
- Hipkins, R. (2010, August). *Balancing choices and tradeoffs between different assessment purposes*. Keynote address presented at the NZCER conference Assessing Adult Learning, Wellington.
- Hipkins, R. (2010, October). *More complex than skills: Rethinking the relationship between key competencies and curriculum content*. Keynote address to International Conference on Education and Development of Civic Competencies, Seoul.
- Hipkins, R. (2010, October). *Thinking about “thinking” as a key competency*. Workshop at Seoul National University, Seoul.
- Hipkins, R. (2010, November). *Exploring teacher thinking about curriculum reform (A snapshot from the NZCER National Survey of Secondary Schools)*. Presentation to the National Taiwan Normal University, Taiwan.
- Hipkins, R. (2010, November). *Introducing key competencies in a national curriculum framework: What have we learned in New Zealand?* Presentation to the International Conference on the Key Competencies and Educational Innovation in a Global Era, Taipei.
- Hipkins, R. (2010, November). *Some challenges for curriculum reform: Pondering implications of patterns in the NZCER National Survey of Secondary Schools*. Discussion with foundation staff at Ormiston Senior College Auckland.
- Hipkins, R. (2010, December). *Challenges for curriculum implementation in secondary schools*. Presentation to the NZARE conference, Auckland.
- Hipkins, R. (2011, March). *Life cycles and sigmoid curves: Biological metaphors for professional growth*. Discussion starter for Cognition Institute “Thought Leaders” dinner, Wellington.

## 2.0 Research

### 2.2 Lectures and presentations

- Hipkins, R. (2011, March). *The shape of curriculum change: Designing a local curriculum from a national framework*. Presentation to CORE breakfast meeting, Dunedin.
- Hipkins, R. (2011, April). *Exploring connections between engagement and student voice*. Presentation to the PPTA eDscapes professional conference, Wellington.
- Hipkins, R. (2011, May). *Learning to reinvent the school curriculum*. Keynote address presented at the NZCER annual conference, Connected and Contagious: Exploring learning organisation ideas in schools, Wellington.
- Hipkins, R. (2011, May). *Assessing the hard to measure (and directions for assessment technologies)*. Presentation to New Zealand Qualifications Authority staff, Wellington.
- Hipkins, R. (2011, June). *Positioning thinking as a key competency in New Zealand's framework curriculum*. Paper presented as part of an international curriculum symposium at the International Conference on Thinking (ICOT), Belfast.
- Hipkins, R. (2011, June). *"Thinking with evidence" in science*. Plenary address at International Conference on Thinking (ICOT), Belfast.
- Hutchings, J. (2010, August). *Dialogue methods and Māori relating to nanotechnology*. Japan and New Zealand dialogue session, International Christian University, Tokyo.
- Hutchings, J., & Cronin, K. (2010, August). *Supergrans and nanoflowers: Reconstituting images of gender and race in the promotion of biotechnology and nanotechnology in Aotearoa New Zealand*. Presented at the Society for Social Studies of Science conference, University of Tokyo, Tokyo.
- Joyce, C. (2010, July). *National Standards and the Assessment Resource Banks*. Presentation to the AFG group, Wellington Airport, Wellington.
- Joyce, C., & Spiller, L. (2010, July). *Kick-starting the Nature of Science*. Workshop at Scicon, Nelson Girls' High School, Nelson.
- Neill, A. (2010, August). *Processes surpass products: Multiplicative strategies and student ability*. Poster presented at Teaching Mathematics? Make it count—ACER 2010 research conference, Melbourne.
- Neill, A., & Dingle, R. (2010, November). *Accelerated Learning in Mathematics—ALiM: Exploratory study*. Presentation to ALiM project seminar, Wellington.
- Neill, A., & Fisher, J. (2010, November). *Accelerated Learning in Mathematics: Exploratory study*. Presentation to ALiM project seminar, Auckland.
- Neill, A., & McNaughton, J. (2010, July). *Supporting classroom learning and Overall Teacher Judgement (OTJ) with the Assessment Resource Banks*. Three workshops presented at Making Connections—Linking Digitally Expo, Boulcott School, Lower Hutt.
- O'Neil, P., & Vaughan, K. (2010, July). *Career education networks and communities of practice*. Presentation to the Career Development Association of New Zealand annual symposium, Wintec, Wellington.
- Potter, H., & Yates, B. (2010, December). *He whānau matau, he whānau ora: Adult literacy development and whānau transformation*. Presentation to the NZARE conference, Auckland.
- Sandretto, S., Anstey, M., Bull, G., McDowall, S., & Tilson, J. (2010, July). *Exploring the theory, practice, and policy of multiliteracies*. Presentation to the 23rd International Reading Association World Congress on Reading: Leading and Learning in Literacy, Sky City Convention Centre, Auckland.
- Twist, J., & McDowall, S. (2010, October). *The integration of the key competencies and reading*. Presentation to Learning Media editors and professional development team, Learning Media, Wellington.
- Vaughan, K. (2010, September). *Networks, career management competencies and leadership opportunities*. Presentation to the Waikato Schools Pathways Cluster, Hamilton.
- Vaughan, K. (2011, February). *Career development in a regional strategy*. Presentation to the Capable Auckland forum, Auckland.
- Vaughan, K., & Cameron, M. (2010, October). *Improving systems for on-job learning and on-job assessment*. Institute of Adult Learning conference 2010: Skills, Productivity and Professionalism, Singapore.
- Vaughan, K., & O'Neil, P. (2010, August). *Successful workplace learning: Update and early analysis*. Presentation to the ITF Advisory Group, Wellington.
- Vaughan, K., & O'Neil, P. (2010, November). *Career education networks and communities of practice. New research from the school—communities strand of the education—employment linkages (EEL) research programme*. Career and Transition Education Association conference: Navigate, Auckland.

## 2.0 Research

### 2.2 Lectures and presentations

- Vaughan, K., & O'Neil, P. (2011, March). *Successful workplace learning: How does learning happen at work?* Presentation to the Industry Training Federation Research Network, Wellington.
- Watson, V. (2011, March). *The new PAT: Listening Comprehension tests*. Presentation to Nelson Educators, Tahunanui School, Nelson.
- Watson, V. (2011, March). *The new PAT: Listening Comprehension tests*. Presentation to West Coast Educators, St Canice's School, Westport.
- Whatman, J. (2010, September). Youth Guarantee webinar and follow up, hosted by CWA and University of Waikato, Wellington.
- Whatman, J. (2010, October). Presentation to Workforce Development Agency, Singapore on item development in the Literacy and Numeracy for Adults Assessment Tool, Singapore.
- Whatman, J. (2010, October). *Test development and research in adult literacy and numeracy: Learning from each other in an iterative relationship*. Presentation to the International Institute of Adult Learning symposium, Singapore.
- Whatman, J. (2010, October). *Trends in secondary initial teacher education in New Zealand*. Presentation to New Zealand Qualifications Authority assessors, Wellington.
- Wylie, C. (2010, July). *Some results from NZCER 2009 National Survey of Secondary Schools*. Presentation to New Zealand Secondary Principals' Council Engaging in Wellington conference, Wellington.
- Wylie, C. (2010, August). *Patterns of leadership in New Zealand schools: What can we learn from the Educational Leadership Practices survey?* Presentation to the Wellington branch, New Zealand Education Administration and Leadership Society, Wellington.
- Wylie, C. (2010, September). *Youth and welfare—the role of education*. Presentation to the Welfare Working Group, Auckland.
- Wylie, C. (2010, September). Presentation of preliminary findings on National Standards to the Independent Advisory Group, Wellington.
- Wylie, C. (2011, April). *Opportunities for teacher collaborative practices in a self-managed school system: The New Zealand experience*. Paper presented at the AERA 2011 annual meeting, New Orleans.
- Wylie, C. (2011, May). *Building learning identities. What we have learnt from the Competent Learners project*. CORE breakfast seminar, Wellington.
- Wylie, C. (2011, May). *Key findings from Competent Learners @ 20*. Presentation to the New Zealand Careers Services board, Wellington.
- Wylie, C. (2011, June). *Building learning identities. What we have learnt from the Competent Learners project*. CORE breakfast seminar, Christchurch.
- Wylie, C., & Hodgen, E. (2010, October). *Competent learners @ 20—forming adulthood*. Seminar for Ministry of Education, Wellington.

## SELECTED ADVISORY

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Researchers undertake a range of advisory activities as a matter of course throughout the year, such as reviewing articles, contributing to advice to policy makers and acting as critical friends to research groups or individuals. Below is a snapshot of some activities carried out during the year.

- Baker, R. (2010, November). Facilitated the one-day International Symposium on the Future of Teacher Education at the University of Waikato, Hamilton.
- Baker, R., & Hipkins, R. (2010, November). Attended Ministry of Education meeting with US Deputy Secretary for Education (Tony Miller) to discuss curriculum and assessment developments and challenges, Wellington.
- Baker, R., Wylie, C., & Darr, C. (2011, May). Met with Dr Rick Boven of the New Zealand Institute to discuss improving education for disadvantaged students, Wellington.
- Bolstad, R. (2010). Research adviser to the Cognition Institute and the Young People's Reference Group (YPRG) working with Cognition and the Office of the Children's Commissioner, Wellington.
- Bolstad, R. (2011, March–June). Provided a “research support helpdesk” (written resources, email and phone support) for Learning Experiences Outside the Classroom (LEOTC) providers funded by the Ministry of Education to undertake research and development projects, Wellington.
- Boyd, S., & Whatman, J. (2010, September). Met with a representative from the NZ Fire Service to discuss evaluation options in relation to adult training courses, NZCER, Wellington.
- Bull, A. (2011, April). Meeting with Department of Conservation and Lifelong Education about a conservation education resource, Wellington.
- Darr, C., & McDowall, S. (2011, March). Advice to Learning Media Ready to Read series editors on the development and use of qualitative and quantitative measures for levelling text, Learning Media, Wellington.
- Hipkins, R. (2011). Advice and support to Ministry of Education team working on reports of results from 2010 International Citizenship Competencies Survey (ICCS), Wellington.
- Hipkins, R. (2011, May). Discussion with New Zealand Qualifications Authority's national subject moderators, drawing on insights from both the NCEA and curriculum reports from the 2009 National Survey of Secondary Schools, Wellington.
- McDowall, S. (2010, November). PISA Steering Group meeting, Ministry of Education, Wellington.
- McDowall, S., & Twist, J. (2010, November). Advice and review to Learning Media on its development of a qualitative measure for levelling text, Learning Media, Wellington.
- Neill, A. (2010, October). Writing panel for GLoSS development, Ministry of Education, Wellington.
- Vaughan, K. (2010, August). Discussion with Ministry of Education staff regarding Career Education, NZCER, Wellington.
- Vaughan, K. (2010, October). Advisory group meeting for Women in Power. Research on supporting a cohort of electricity supply trade trainees.
- Vaughan, K. (2010, October). Discussion on secondary–tertiary transitions with Eric Krassoi-Peach, Industry Training Federation.
- Vaughan, K. (2010, October). Manuscript reviewer for *Vocations and Learning: Studies in Vocational and Professional Education* journal.
- Vaughan, K. (2011, March). Meeting with Ian MacDonald, Ministry of Education to discuss Youth Guarantee, NZCER, Wellington.
- Whatman, J. (2010, October). Member of experts' advisory forum for research in adult literacy, language and numeracy, University of Waikato, Hamilton.
- Wylie, C. (2010, September). Discussion of New Zealand educational research funding, capacity and priorities with Wen-Ju Hung, Associate Professor and Chair of the Department of Comparative Education of National Chi Nan University, Taiwan.
- Wylie, C. (2010, September). Cognition Institute Advisory Group, Auckland.

## 2.0 Research

### 2.3 Selected Advisory

- Wylie, C. (2010, October–November). Presentation and discussion of 2010 NZCER Primary National Survey findings related to National Standards with the Ministry of Education (6 October), the National Standards Sector Advisory Group (14 October) and the National Standards Forum (24 November), Wellington.
- Wylie, C. (2010, November). Member of ERO External Reference Panel, Wellington.
- Wylie, C. (2010, December). Presentation and discussion of New Zealand school self-management with Japanese Ministry of Education visiting teachers and advisors, Massey University, Wellington.
- Wylie, C. (2010, December). Concluding comments and participant in the 2011 Cognition symposium, Wellington.

## REPORTS AND RESEARCH PUBLICATIONS

- Bolstad, R. (2011). Education for the future—what does it mean? In W. McGuinness, J. Prendergast, & L. Grace-Pickering (Eds.), *2058 strategy NZ mapping our future e-book: Reflections from participants at the workshop* (pp. 19–20). Wellington: Sustainable Future Institute Limited. Available at: [www.sustainablefuture.info](http://www.sustainablefuture.info)
- Bolstad, R. (2011). *Evaluating your LEOTC programmes: An overview synthesis for LEOTC providers*. Report to Ministry of Education. Wellington: New Zealand Council for Educational Research.
- Bolstad, R. (2011). From “student voice” to “youth–adult partnership”. *set: Research Information for Teachers, 1*, 131–133.
- Bolstad, R. (2011). *Taking a future focus in education: What does it mean?* A working paper from NZCER’s Future Focused Issues project. Wellington: New Zealand Council for Educational Research. Available at: <http://nzcer.org.nz/system/files/taking-future-focus-in-education.pdf>
- Bolstad, R. (2011). *The contributions of learning in the arts to educational, social, and economic outcomes in New Zealand. Part 1: A review of the literature*. Wellington: Ministry for Culture and Heritage. Available at: <http://www.mch.govt.nz/research-publications/policy-perspectives-papers/contributions-learning-arts-educational-social>
- Bolstad, R. (2011). *The contributions of learning in the arts to educational, social, and economic outcomes in New Zealand. Part 2: A literature synthesis*. Wellington: Ministry for Culture and Heritage. Available at: <http://www.mch.govt.nz/research-publications/policy-perspectives-papers/contributions-learning-arts-educational-social>
- Boyd, S. (2010). *Creating a safe school climate that deters bullying: Tool development paper. “Work in progress draft”*. Delivered as part of November 2010 milestone to Ministry of Education. Wellington: New Zealand Council for Educational Research.
- Boyd, S. (2011). *Wellbeing@School: Building a safe and caring school climate that deters bullying*. Overview paper (“Work in progress”): document uploaded to website 26 May 2011). Wellington: New Zealand Council for Educational Research.
- Boyd, S., & Barwick, H. (2011). *Wellbeing@School: Building a safe and caring school climate that deters bullying*. Wellington: Crown Copyright.
- Boyd, S., McGee, C., Bolstad, R., Cooper, B., Cowie, B., Hipkins, R., Keown, P., Morrison, M., & Taylor, M. (2010). *Curriculum Implementation Exploratory Studies: Case studies*. Milestone report to Ministry of Education, December. Wellington: New Zealand Council for Educational Research.
- Bull, A. (2011). *Primary science education for the 21st century: How, what, why?* Wellington: New Zealand Council for Educational Research.
- Bull, A., Gilbert, J., Barwick, H., Hipkins, R., & Baker, R. (2010). *Inspired by science*. Wellington: New Zealand Council for Educational Research, for the Royal Society and the Prime Minister’s Chief Science Advisor. Wellington.
- Cowie, B., Hipkins, R., Keown, P., & Boyd, S. (2011). *The shape of curriculum change. A short discussion of key findings from the Curriculum Implementation Exploratory Studies (CIES) project*. Wellington: Ministry of Education.

## 2.0 Research

### 2.4 Reports and research publications

- Dingle, R. (2010). *Learning profiles for new learners of English ELLP record of progress: First milestone report on records of progress 2010*. (Unpublished). Prepared for the Ministry of Education.
- Eames, C., Roberts, J., Cooper, G., & Hipkins, R. (2010). *Education for sustainability in New Zealand schools: An evaluation of three professional development programmes*. Wellington: Ministry of Education.
- Eames, C., Roberts, J., Cooper, G., & Hipkins, R. (2010). *Education for sustainability in New Zealand schools: An evaluation of three professional development programmes*. Summary report. Wellington: Ministry of Education.
- Gilbert, J. (2011). School science is like wrestling with an octopus. *New Zealand Science Teacher*, 126, 28–30.
- Hipkins, R. (2010). Public attitudes to science: Rethinking outreach initiatives. *New Zealand Science Review*, 67(4), 107–114.
- Hipkins, R. (2010). Reflections on being “labelled” by National Standards. *set: Research Information for Teachers*, 3, 27–30.
- Hipkins, R. (2010). Should students learn to “read” science writing from the media? *New Zealand Science Teacher*, 124, 4–6.
- Hipkins, R. (2010). *Reshaping the secondary school curriculum: Building the plane while flying it? Findings from the NZCER National Survey of Secondary Schools 2009*. Wellington: New Zealand Council for Educational Research.
- Hipkins, R. (2011). A conversation about nanotechnology at the science/science education interface. *New Zealand Science Teacher*, 126, 12.
- Hipkins, R. (2011). Editorial. *set: Research Information for Teachers*, 1, 1–2.
- Hipkins, R. (2011). *Learning to be a new school: Building a curriculum for new times*. Wellington: New Zealand Council for Educational Research.
- Hipkins, R. (2011). *The work of the Accent advisers: A “success case” evaluation*. Wellington: New Zealand Council for Educational Research.
- Hipkins, R. (in press). *New Zealand students’ intentions towards participation in democratic processes: New Zealand results from the International Civic and Citizenship Study*. Wellington: Ministry of Education.
- Hipkins, R., Cowie, B., Boyd, S., Keown, P., & McGee, C. (2011). *Curriculum Implementation Exploratory Studies 2: Final report*. Wellington: Ministry of Education.
- Hipkins, R., Hodgen, E., & Dingle, R. (2011). *Students’ experiences of their first two years at Albany Senior High*. Wellington: New Zealand Council for Educational Research.
- Hipkins, R., & Robertson, S. (2011). *Moderation and teacher learning: What can literature tell us about their interrelationships?* Wellington: New Zealand Council for Educational Research.
- Joyce, C., & Hipkins, R. (2010). Thinking in science—what might progress look like? *set: Research Information for Teachers*, 2, 59–60.
- Lin, M., & Bolstad, R. (2010). Virtual classrooms: Lessons for teaching and learning in the 21st century. *set: Research Information for Teachers*, 1, 2–9.
- McDowall, S. (2010). Literacy teaching and learning for the 21st century: Bridging the theory to practice gap. *set: Research Information for Teachers*, 2, 2–9.
- McDowall, S. (2010). *Literacy teaching and learning in e-learning contexts*. Wellington: Ministry of Education.
- Neill, A., Fisher, J., & Dingle, R. (2010). *Exploring mathematics interventions: Exploratory evaluation of the Accelerating Learning in Mathematics pilot study*. Report to the Ministry of Education. Wellington: Ministry of Education.
- Potter, H. (2011). *Mai i te ao wahanū ki te Tino Rangatiratanga. A working paper on Māori adult literacy*. Wellington: New Zealand Council for Educational Research.
- Potter, H. (Ed). (2011). *He whānau mātau he whānau ora - Māori adult literacy and whānau transformation*. Wellington: New Zealand Council for Educational Research.
- Robertson, S. (2010). *How does the WickED website align with the Ministry of Education’s policy priorities?* Summary prepared for CWA New Media. Wellington: New Zealand Council for Educational Research.
- Robertson, S. (2010). Teaching young people to learn to swim: A community effort. *set: Research Information for Teachers*, 2, 22–26.
- Robertson, S. (2011). *MEANZ and NSTP Mentoring Pilot Programme evaluation: Final report*. Wellington: New Zealand Council for Educational Research.

## 2.0 Research

### 2.4 Reports and research publications

- Robertson, S., & Bolstad, R. (2010). *The role and impact of FutureinTech ambassadors: Final report*. Report prepared for the Institute of Professional Engineers New Zealand (IPENZ), Wellington.
- Twist, J., & McDowall, S. (2010). *Life long literacy*. Auckland: Cognition Institute.
- Vaughan, K., & Cameron, M. (2010). *A guide to good practice in industry training assessment structures and systems for on-job assessment*. Wellington: Ako Aotearoa.
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# STATEMENT OF COMPREHENSIVE INCOME

FOR THE YEAR ENDED 30 JUNE 2011

	Notes	2011 \$	2010 \$
<b>Revenue</b>			
Revenue	2	7,795,789	7,908,712
Interest Income		164,195	201,669
Other Income	3	840,129	758,578
<b>Total Revenue</b>		<b>8,800,113</b>	<b>8,868,959</b>
<b>Expenditure</b>			
Cost of Sales		807,860	802,414
Operating Expenses	4	2,615,947	2,353,167
Personnel Expenses		4,882,990	4,950,385
Accommodation Expenses		499,559	458,600
Depreciation and Amortisation Expense		156,067	169,670
<b>Total Expenditure</b>		<b>8,962,423</b>	<b>8,734,236</b>
<b>Net Surplus/(Deficit)</b>		<b>(162,310)</b>	<b>134,723</b>
<b>Other Comprehensive Income</b>		<b>-</b>	<b>-</b>
<b>Total Comprehensive Income</b>		<b>(162,310)</b>	<b>134,723</b>

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

# STATEMENT OF CHANGES IN EQUITY

FOR THE YEAR ENDED 30 JUNE 2011

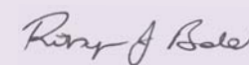
	Notes	2011 \$	2010 \$
Equity at Start of the Year		4,051,473	3,916,750
Total Comprehensive Income		(162,310)	134,723
<b>Balance at 1 July</b>		<b>3,889,163</b>	<b>4,051,473</b>

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

# STATEMENT OF FINANCIAL POSITION

AS AT 30 JUNE 2011

	Notes	2011 \$	2010 \$
<b>Current Assets</b>			
Cash and Cash Equivalents	5	284,625	502,877
Investments		3,600,000	4,190,000
Trade and Other Receivables	7	1,362,917	1,096,857
Project Work in Progress		34,932	128,627
Inventory	6	455,633	395,664
<b>Total Current Assets</b>		<b>5,738,107</b>	<b>6,314,025</b>
<b>Non-current Assets</b>			
Property, Plant and Equipment	8	257,288	217,298
Intangible Assets	9	59,257	59,704
<b>Total Assets</b>		<b>6,054,652</b>	<b>6,591,027</b>
<b>Current Liabilities</b>			
Trade Payables		397,060	365,055
Employee Entitlements	10	321,103	332,080
Other Payables	11	1,390,518	1,800,708
<b>Total Current Liabilities</b>		<b>2,108,681</b>	<b>2,497,843</b>
<b>Non-current Liabilities</b>			
Employee Entitlements	10	56,810	41,711
<b>Total Liabilities</b>		<b>2,165,491</b>	<b>2,539,554</b>
<b>Equity</b>			
Accumulated Funds		3,889,163	4,051,473
<b>Total Equity</b>		<b>3,889,163</b>	<b>4,051,473</b>
<b>Total Equity and Liabilities</b>		<b>6,054,654</b>	<b>6,591,027</b>



Robyn Baker  
Director



Alison Gilmore  
Chair

15 September 2011

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

# STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 30 JUNE 2011

	Notes	2011 \$	2010 \$
<b>Cash Flows from Operating Activities</b>			
Cash was Provided from:			
Government Grant		1,442,000	1,452,000
Sales Receipts		2,186,171	2,167,311
Projects		3,971,248	4,150,698
Interest Received		183,179	168,897
Educational Funds Receipts	11	1,728,779	1,699,888
Other Receipts		838,386	808,207
Net GST		(59,234)	(247,826)
		<b>10,290,529</b>	<b>10,199,175</b>
Cash was Disbursed to:			
Salaries and Related Employee Costs		4,894,308	4,807,421
Operating Expenses		3,370,247	2,689,845
Cost of Sales		867,829	809,613
Educational Funds Expenses	11	1,772,365	1,689,219
		<b>10,904,749</b>	<b>10,059,098</b>
Net Cash Inflow from Operating Activities	12	(614,220)	140,077
<b>Cash Flows from Investing Activities</b>			
Cash was Provided from:			
Sale of Property, Plant and Equipment		1,578	2,382
Sale of Short-term Investment		9,600,000	10,000,000
Cash was Applied to:			
Purchase of property, plant and equipment		153,522	62,784
Purchase of Intangible Assets		42,088	45,606
Purchase of Short-term Deposits		9,010,000	11,550,000
Net Cash Outflow from Investing Activities		395,968	(1,656,008)
<b>Total Cash Flow</b>			
Net Increase/(Decrease) in Cash Held		(218,252)	1,515,931
Opening Balance Cash and Bank		502,877	2,018,808
<b>Closing Cash and Bank</b>		<b>284,625</b>	<b>502,877</b>
Comprising:			
<b>Cash and Cash Equivalents</b>		<b>284,625</b>	<b>502,877</b>

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

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

# NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 30 JUNE 2011

## 1. STATEMENT OF ACCOUNTING POLICIES

### STATEMENT OF COMPLIANCE

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 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 were authorised for issue in accordance with a resolution of the Directors on 15 September 2011.

### BASIS OF PREPARATION

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 2011 and the comparative information presented in these financial statements for the year ended 30 June 2010.

### FUNCTIONAL CURRENCY

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

### 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 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

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

The Council must exercise judgement when recognising grant income to determine if conditions of the contract have been satisfied. This judgement will be based on the facts and circumstances that are evident for each contract.

## 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

Debtors and other receivables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment.

An estimate for doubtful debts is made when collection of the full amount is no longer probable. Bad debts are written off when identified.

## D. 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

Inventories are valued at the lower of cost or net realisable value.

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.

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 equipments	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

The carrying values of plant and equipment 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 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.

Costs that are directly associated with the development of Win with Maths CD ROM for internal use by the Council are recognised as an intangible asset. Direct costs include Win with Maths CD ROM development, employee costs and an appropriate portion of relevant overheads. This intangible asset is now fully amortised.

Staff training costs 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 three 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:

Product (CD ROM) development	6 years	(16%)
Computer software	3 years	(33%)

#### I. TRADE AND OTHER PAYABLES

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.

#### 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.

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.

#### 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). 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.

#### O. INCOME TAXES

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

#### P. STATEMENT OF CASH FLOWS

##### Cash and cash equivalents

Cash and cash equivalents in the Statement of Financial Position comprise cash at bank, in hand and short-term deposits with an original maturity of three months or less.

For the purpose of the Statement of Cash Flows, cash and cash equivalents comprises cash and cash equivalents, as defined above.

#### Q. COMPARATIVE AMOUNTS

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

#### R. 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:

##### Property, plant and equipment useful lives and residual value

At each balance date the Council reviews the useful lives and residual values of its property, plant and equipment. Assessing the appropriateness of useful life and residual value estimates of property, plant and equipment requires the Council to consider a number of factors such as the physical condition of the asset, expected period of use of the asset by the Council and expected disposal proceeds from the future sale of the asset.

An incorrect estimate of the useful life or residual value will impact the depreciation expense recognised in the Statement of Comprehensive Income, and carrying amount of the asset in the Statement of Financial Position. The Council minimises the risk of this estimation uncertainty by:

- physical inspection of assets
- asset replacement programmes
- review of second-hand market prices for similar assets
- analysis of prior asset sales.

The Council has not made significant changes to past assumptions concerning useful lives and residual values. The carrying amounts of property, plant and equipment are disclosed in note 8.

##### 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.

#### S. 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 2011:

##### 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:

	2011 \$	2010 \$
Sales	2,255,395	2,068,990
Government Grant	1,470,524	1,477,697
Project Revenue	4,069,870	4,362,025
<b>Total</b>	<b>7,795,789</b>	<b>7,908,712</b>

3. OTHER INCOME

	2011 \$	2010 \$
Royalties	105,686	83,758
Marking Service	447,209	481,347
Other Income	287,234	193,473
<b>Total</b>	<b>840,129</b>	<b>758,578</b>

4. THE STATEMENT OF COMPREHENSIVE INCOME INCLUDES THE FOLLOWING ITEMS:

	2011 \$	2010 \$
Remuneration of Auditors		
- Audit of the Financial Statements	30,000	26,217
Board Members' Fees	13,001	7,873
Bad Debts Written Off	5,129	-
Operating Lease Expenses	36,098	33,701
Gain/Loss on Sale of Fixed Assets	(1,578)	(720)
Donations Paid	13,303	54,810
Foreign exchange translation Gain/Loss	510	(25,541)
Rental of Office Premises	288,988	283,502
Inventory Write-off	28,458	5,343
<b>OPERATING EXPENSES</b>		
	<b>2011 \$</b>	<b>2010 \$</b>
Seminars and Conferences	84,614	199,337
ICT – Info & Comm Technology	164,935	144,668
Travel	224,823	208,206
Administration Expenses	636,170	653,223
Financial Expenses	48,293	16,090
Board Expenses	31,118	14,570
Contracted Services	1,338,818	1,049,014
Advertising Expenses	53,996	37,673
Library Expenses	33,180	30,386
<b>Total Operating Expenses</b>	<b>2,615,947</b>	<b>2,353,167</b>

#### 5. CASH AND CASH EQUIVALENTS

	2011	2010
	\$	\$
Cash at Bank	84,625	502,877
Cash Equivalents – Short-term Deposits	200,000	-
<b>Total Cash and Cash Equivalents</b>	<b>284,625</b>	<b>502,877</b>

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

The weighted average effect interest rate for term deposits is 3.97 percent (2010: 4.35 percent).

#### 6. INVENTORIES

	2011	2010
	\$	\$
Stock Tests/Publications	455,633	382,804
Stock Tests/Test Scoring	-	12,860
<b>Total Inventories</b>	<b>455,633</b>	<b>395,664</b>

#### 7. TRADE AND OTHER RECEIVABLES

	2011	2010
	\$	\$
Trade Receivables	500,822	435,079
Project Receivables	810,064	579,261
Accrued Interest	40,938	59,922
Other Receivables	11,093	22,595
	<b>1,362,917</b>	<b>1,096,857</b>

As at 30 June 2011 and 2010, all overdue receivables have been assessed for impairment and appropriate provisions applied, as detailed below:

	2011			2010		
	Gross	Impairment	Net	Gross	Impairment	Net
Not Past due days	1,333,017	–	1,333,017	1,041,067	–	1,041,067
Past due 1–30 days	12,571	–	12,571	27,448	–	27,448
Past due 31–60 days	13,817	–	13,817	7,946	–	7,946
Past due 61–90 days	1,541	–	1,541	17,126	–	17,126
Past due > 91 days	1,971	–	1,971	3,270	–	3,270
<b>Total:</b>	<b>1,362,917</b>	<b>–</b>	<b>1,362,917</b>	<b>1,096,857</b>	<b>–</b>	<b>1,096,857</b>

## 8. PROPERTY, PLANT AND EQUIPMENT

	Furniture & Fittings \$	Equipment \$	Total \$
Cost			
Balance at 1 July 2009	634,690	820,887	1,455,577
Additions	1,299	60,767	62,066
Disposals	-	(24,974)	(24,974)
Balance at 30 June 2010	635,989	856,680	1,492,669
Balance at 1 July 2010	635,989	856,680	1,492,669
Additions	47,445	106,439	153,884
Disposals	-	(39,977)	(39,977)
Balance at 30 June 2011	683,434	923,142	1,606,576
Accumulated Depreciation			
Balance at 1 July 2009	492,799	684,251	1,177,050
Depreciation Expense	35,243	85,670	120,913
Eliminate on Disposal	-	(22,592)	(22,592)
Balance at 30 June 2010	528,042	747,329	1,275,371
Balance at 1 July 2010	528,042	747,329	1,275,371
Depreciation Expense	34,037	79,495	113,532
Eliminate on Disposal	-	-39,615	-39,615
Balance at 30 June 2011	562,079	787,209	1,349,288
Carrying Amounts			
At 1 July 2009	141,891	136,635	278,527
At 30 June and 1 July 2010	107,947	109,351	217,298
At 30 June 2011	121,355	135,933	257,288

## 9. INTANGIBLE ASSETS

	Capitalised Development \$	Software \$	Total \$
Cost			
Balance at 1 July 2009	116,139	268,721	384,860
Additions	-	45,268	45,268
Disposals	-	-	-
Balance at 30 June 2010	116,139	313,989	430,128
Balance at 1 July 2010	116,139	313,988	430,127
Additions	-	39,474	39,474
Disposals	-	-	-
Balance at 30 June 2011	116,139	353,462	469,601
Accumulated Amortisation			
Balance at 1 July 2009	107,249	214,754	322,003
Amortisation Expense	8,889	39,529	48,418
Disposals	-	-	-
Balance at 30 June 2010	116,139	254,283	370,421
Balance at 1 July 2010	116,139	254,283	370,421
Amortisation Expense	-	42,535	42,535
Disposals	-	(2,613)	(2,612)
Balance at 30 June 2011	116,139	294,205	410,344
Carrying Amounts			
At 1 July 2009	8,889	53,967	62,856
At 30 June and 1 July 2010	-	59,704	59,704
At 30 June 2011	-	59,257	59,257

## 10. EMPLOYEE ENTITLEMENTS

	2011 \$	2010 \$
Annual Leave	321,103	332,080
Provision for Redundancy	-	-
Retirement Leave	56,810	41,711
	<u>377,913</u>	<u>373,791</u>
Disclosed as:		
Employee Entitlements – Current		
Annual Leave	321,103	332,080
Provision for Redundancy	-	-
	<u>321,103</u>	<u>332,080</u>
Employee Entitlements – Non-current		
Retirement Leave	56,810	41,711
Total	<u>377,913</u>	<u>373,791</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 8 percent (2010: 8 percent) and an inflation factor of 2.8 percent were used.

## 11. OTHER PAYABLES

	2011 \$	2010 \$
<b>Current</b>		
Accruals	150,000	153,036
Advance Subscriptions	87,355	90,835
Project Income in Advance	411,153	782,021
Grant Income in Advance	75,000	103,524
Educational Funds	586,966	630,551
Other Liabilities	80,044	40,741
	<u>1,390,518</u>	<u>1,800,708</u>
<b>Non-current</b>		
Educational Funds	-	-

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 Initiatives (TLRI)

Monies relating to TLRI are received from the Ministry of Education in accordance with the “Agreement for the Provision of Programme Co-ordination Services” and are paid out on behalf of the Ministry of Education 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 practice and students’ learning. This fund is administered by the Council.

Funds	Balance 30 June 2010 \$	Receipts \$	Payments \$	Balance 30 June 2011 \$
Teaching and Learning Research Initiatives	588,643	1,708,779	1,763,365	534,058
Beeby Funds 1998-	41,908	20,000	9,000	52,908
<b>Total</b>	<u>630,551</u>	<u>1,728,779</u>	<u>1,772,365</u>	<u>586,966</u>

These funds are excluded from the Statement of Comprehensive Income, as the funds are not seen as revenue or expenditure of the Council. However, the balance as at 30 June 2011 has been included in the Statement of Financial Position.

All TLRI and Beeby funds are classified as current liabilities.

## 12. CASH FLOW

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

	2011 \$	2010 \$
Net Surplus/(Deficit)	(162,310)	134,723
Add/(Less) Non-cash Items		
Depreciation	113,532	120,913
Amortisation	42,535	48,758
Bad Debts Write Off	5,129	-
Stock Write Off	28,458	26,947
Foreign Exchange (Gains)/Loss	510	(25,541)
Increase/(Decrease) in Non-current Employee Entitlements	15,097	11,552
	205,261	182,629
Add/(Less) Movements in Other Working Capital Items		
(Increase)/Decrease in Trade and Other Receivables	138,166	(122,864)
(Increase)/Decrease in Work in Progress	93,695	(103,948)
(Increase)/Decrease in Inventory	(88,427)	(34,146)
Increase/(Decrease) in Trade Payables	31,496	(50,381)
Increase/(Decrease) in Employee Entitlements	(10,977)	68,412
Increase/(Decrease) in Grant Income in Advance	(819,546)	64,934
	(655,593)	(177,993)
Add/(Less) Items Classified as Investing Activities		
(Profit)/Loss on Sale of Fixed Assets	(1,578)	720
Net Cash Inflow/(Outflow) from Operating Activities	(614,220)	140,079

## 13. COMMITMENTS FOR EXPENDITURE

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

	2011 \$	2010 \$
Non-cancellable Operating Lease Payments		
Less than one year	314,546	301,340
One to two years	15,246	30,730
Two years to five years	20,341	36,138
	<u>350,133</u>	<u>368,208</u>

The Council has the following leases:

	Expiry Dates
Building Lease	30 June 2014
Ricoh Photocopier – 9th Floor	30 October 2014
Ricoh Photocopier – 10th Floor	30 October 2014
PABX System	30 June 2012
Franking Machine	12 March 2012

#### 14. KEY MANAGEMENT PERSONNEL COMPENSATION

	2011	2010
	\$	\$
Salaries and Other Short-term Employee Benefits	213,985	213,547
Post-employment Benefits	27,296	26,261
Total Key Management Personnel Compensation	241,281	239,808

Key management personnel include the Board and Chief Executive.

#### 15. CONTINGENCIES

##### CONTINGENT LIABILITIES

The Council has no contingent liabilities, guarantees or indemnities outstanding as at 30 June 2011 (30 June 2010: Nil).

##### CONTINGENT ASSETS

The Council has no contingent assets (30 June 2010: 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 directors have been working with the Council in various research initiatives. The Board members do not hold a position that would influence or control the research initiative with the Council.

##### DAVID GLOVER

David is the Chief Executive Officer of Learning Media. The Council received no income from Learning Media for products and services in the financial year 2010–11 (2009/10: \$25,764).

##### HELEN MAY

Helen is professor at Otago University and a Ministry of Education (MOE) Teaching and Learning Research Initiative Advisory Board member. The Council co-ordinates the TLRI fund on behalf of MOE. She attends two or three meetings a year. Her travel costs are paid from the contract fees. She was paid \$1,261 in the financial year 2010–11 (2009/10: Nil).

##### MARGARET CARR

Margaret is a project leader of two projects that have been awarded by TLRI funding to Waikato University and \$59,999 was paid out to the university for the financial year 2010–11 (2009/10: \$109,331).

##### MARY HILL

Mary is a project leader for Auckland University. One project has been awarded by TLRI funding to the university and \$90,000 was paid out to the university for the financial year 2010–11 (2008/09: \$60,000). Mary was also on the TLRI selection panel during the year and Auckland University was paid \$814.86 plus travel was paid by NZCER (TLRI).

##### ROBYN BAKER

Robyn is a Board member of the Australian Council for Educational Research (ACER). A total of AUD\$108,041.53 was paid to ACER for the TEC Adult Assessment Tool project for the financial year 2010–11 (2009/10: AUD\$251,846).



## 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:

	2011 \$	2010 \$
Loans and Receivables		
Debtors and Other Receivables	1,362,917	1,506,212
Investments – Term Deposits	3,600,000	4,190,000
<b>Total Loans and Receivables</b>	<u>4,962,917</u>	<u>5,696,212</u>

## 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 56 percent of receivables at 30 June 2011 (30 June 2010: 36 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.

The TEC Adult Assessment Tool project has some exposure to Australian dollar exchange rate risk. The Council's risk management strategy is to purchase Australian dollars upfront to lock in the exchange rate. However, this will not eliminate translation/accounting gains/losses as the exchange rate fluctuates inevitably from period to period.

**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

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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

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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

AUDIT NEW ZEALAND  
Mana Arotake Aotearoa

## TO THE READERS OF THE NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 30 JUNE 2011

The Auditor-General is the auditor of the New Zealand Council for Educational Research (the Council). The Auditor-General has appointed me, Karen Young, 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 26 to 41, that comprise the statement of financial position as at 30 June 2011, 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 26 to 41:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Council's:
  - financial position as at 30 June 2011; and
  - financial performance and cash flows for the year ended on that date.

Our audit was completed on 15 September 2011. 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 would affect a reader's 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 Council's preparation of the 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 statement.

We did not examine every transaction, nor do we guarantee complete accuracy 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's responsibilities arise from the New Zealand Council for Educational Research Act 1972.

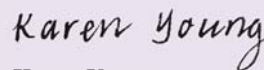
#### RESPONSIBILITIES OF THE AUDITOR

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 New Zealand Institute of Chartered Accountants.

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



**Karen Young**

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

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### OTHER NZCER WEBSITES

#### MARKING SERVICE

[www.nzcermarking.org.nz](http://www.nzcermarking.org.nz)

#### SHIFTING THINKING

[www.shiftingthinking.org.nz](http://www.shiftingthinking.org.nz)

### WEBSITES MANAGED BY NZCER

#### TEACHING & LEARNING RESEARCH INITIATIVE (TLRI)

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