




28 July 2020



Tēnā koe 

Thank you for your email of 16 June 2020, requesting the following information from the Ministry of Education:

- *Information listing the reports, research and other work commissioned or requested by the Ministry of Education from the New Zealand Council for Educational Research (NZCER) [over the last two calendar or tax years]*
- *Detail of the annual grant paid to NZCER why and under what conditions it is paid, and what outputs NZCER provides in exchange for these.*

Your request has been considered under the Official Information Act 1982 (the Act).

NZCER is an independent research and development organisation and operating under its own legislation. The New Zealand Council for Educational Research Act 1972 provides it with a mandate to carry out and disseminate education research, and provide independent information, advice, and assistance. The Board of NZCER provides governance as it works to fulfil its purpose.

Around 15% of NZCER's funding comes from the Government's Te Pae Tawhiti Grant, which is paid by the Ministry in our capacity as the stewards of Vote Education. NZCER makes its own research decisions, and we don't instruct them on how to use the grant.

A list of items produced through Te Pae Tawhiti funding is attached to this letter as **Appendix A**.

The remainder of NZCER's work is funded through competitive tendering processes, which includes its membership on the All-of-Government consultancy panel for policy, research and development. A list of clients NZCER has worked with is available on its website, at: <https://www.nzcer.org.nz/who-we-work>.

A list of contracts the Ministry of Education commissioned through NZCER is attached to this letter as **Appendix B**.

Thank you again for your request. If you would like information about how NZCER uses Te Pae Tawhiti funding for its research, we recommend you email [info@nzcer.org.nz](mailto:info@nzcer.org.nz) in the first instance.

Under section 28(3) of the Act, you can ask the Ombudsman to review my response. More information about this is available by emailing [info@ombudsman.parliament.govt.nz](mailto:info@ombudsman.parliament.govt.nz).

Nākua noa, nā

A handwritten signature in blue ink, appearing to read 'Damian Edwards', is positioned above the typed name.

Damian Edwards  
**Deputy Secretary**  
**Evidence, Data and Knowledge**

cc: Graeme Cosslett, Director of the New Zealand Council for Educational Research

## Appendix A

### Overview of outputs from the Government Te Pae Tawhiti grant, 1 July 2019 – 30 June 2020

Research Project Title	Overview of Outputs
1. Tautokona te reo. The wellbeing of te reo Māori in Kura and Schools	<ul style="list-style-type: none"> <li>• Maraea H., Keane, B., Bright, N., Potter, H., Hammond, K., and Ainsley, R. (2018) Tautokona te reo. The wellbeing of te reo Māori in kura and schools.</li> <li>• ULearn 18 presentation held on 10-12 October 2018</li> <li>• Ministry presentations held on 24 October and 31 October 2018</li> <li>• Presentation at NZARE conference, 2018.</li> </ul>
2. Exploring Wellbeing@School data to build understanding and practice using student, teacher and school data.	<ul style="list-style-type: none"> <li>• Boyd, S., &amp; Lawes, E. (2018). Leading schools that make a difference to bullying behaviour. <i>Journal of Educational Leadership, Policy, and Practice</i>, 33(2), 90-103</li> <li>• Visual summary of findings for school leaders, and a policy, and technical report.</li> <li>• Journal article in the December 2018 issue of the <i>NZ Journal of Educational Leadership, Policy, and Practice</i>.</li> </ul>
3. Games for learning: To what extent can games and gaming enable learners to develop their potential as expressed by NZC?	<ul style="list-style-type: none"> <li>• Bolstad, R., &amp; McDowall, S. (2019) Games, gamification and game design for learning: Innovative practice and possibilities in New Zealand Schools</li> <li>• Auckland Games for Learning one-day workshop November 3rd 2018 at Mission Heights Junior College (self-funded).</li> <li>• Regular updates on the Games for Learning Blog on the NZCER website.</li> <li>• The Special Issue of <i>Set on Learning through games and play</i> has been published -Set 3, 2018.</li> <li>• Case study report: "Opening the Door to Games at Hutt Central School".</li> </ul>
4. Exploring Literacy: How six schools lifted achievement	<ul style="list-style-type: none"> <li>• De Waal, E., &amp; Eyre, E. (2019) Exploring Literacy: How six schools lifted achievement.</li> </ul>
5. National Survey of Secondary Schools 2018	<ul style="list-style-type: none"> <li>• Bonne, L., &amp; MacDonald, J. (2019) Secondary Schools in 2018: Findings from the NZCER national survey.</li> <li>• Bonne, L., &amp; MacDonald, J. (2019). Secondary schools in 2018: Findings from the NZCER national survey. Presentation to the Secondary Principals' Council of the PPTA, 21 June</li> </ul>

<p>6. Competent Learners @ 26</p>	<ul style="list-style-type: none"> <li>• Wylie,C., &amp; Vaughan, K. (2019) Pathways, labour market experiences, and learning at work and beyond at age 26: A report from the Competent Learners project.</li> <li>• Wylie,C. (2019) Shaping adulthood: Relationships, values, and experiences of the Competent Learners @ 26.</li> <li>• Bonne,L. (2020). Making a place in the world: Experiences of those who took less conventional paths from school.</li> </ul>
<p>7. Researching pedagogy for curriculum integration</p>	<ul style="list-style-type: none"> <li>• McDowall, S. &amp; Hipkins, R. (2019) Curriculum integration, what is happening in New Zealand's schools?</li> </ul>
<p>8. Educational policy and practice for a changing climate: What are the options?</p>	<ul style="list-style-type: none"> <li>• Bolstad, R. (2020) Climate change and sustainability in primary and intermediate schools.</li> <li>• Climate change and sustainability in primary and intermediate schools infographic.</li> </ul>
<p>9. National Survey of primary and intermediate schools 2019</p>	<ul style="list-style-type: none"> <li>• Wylie, C &amp; MacDonald, J (2020) What's happening in our English-medium primary schools: Findings from the NZCER national survey 2019.</li> </ul>

## Appendix B

### List of contracts undertaken with the New Zealand Council for Educational Research

1 July 2018 – 16 June 2020

Implementing the evaluation framework for centrally funded Professional Learning and Development (PLD)  
Te aromatawai i roto i ngā kura/Assessment and reporting guidance for kura teaching Te Marautanga o Aotearoa  
Progress Across the Curriculum: Insights from the National Monitoring Study of Student Achievement  
Curriculum Levelling Study  
Describing progress within Level 1 of the New Zealand Curriculum  
Teaching and Schooling Practices Survey Tool  
Investigation of the National Beginning Teacher Induction Grant  
Expert Partners supporting Communities of Learning/Kāhui Ako  
Progress and Consistency Tool (PaCT): making more of the PaCT to report progress  
Field Based Initial Teacher Education literature review  
Wellbeing@School refresh  
Teaching and Learning Research Initiative programme coordination services  
Clarifying the essence of the New Zealand Curriculum learning areas  
2020 PLD priorities: research work on the current state of the sector's capability  
Te Anga Tupuranga (He Tīrewa Ako)/Māori medium progression framework  
Inclusive Descriptors of Progress within level 1  
An interrogation of the New Zealand Curriculum leveling construct  
Curriculum Level 4/5 Literacy and Numeracy Benchmarks  
Short think piece for Learning Experiences Outside the Classroom redesign  
PB4L school-wide refresh  
Support services for the Wellbeing@School website  
Wellbeing@School/Inclusive Practices Toolkit webinars