

**NEW ZEALAND ASSOCIATION FOR RESEARCH IN EDUCATION**  
**TE HUNGA RANGAHAU MĀTAURANGA O AOTEAROA**

# *McKenzie Award 2016*

## *Martin Thrupp* *University of Waikato*

Professor Martin Thrupp, The University of Waikato, is the 2016 recipient of the McKenzie Award for his substantial contribution to educational research in the fields of policy and leadership and their impact on school outcomes and social justice.

An accomplished and productive researcher Martin has an impressive and lengthy list of academic publications to his name and has received awards for his work. Martin's work has wide policy implications. He is committed to furthering social justice education and this underpins all his work: teaching, research and community involvement.

Martin has demonstrated his capacity to design and lead research projects both nationally and internationally. He initiated work on a project on mapping the cumulative effect of educational reform in which he mentored colleagues to publish. He has been co-director of a five-nation project, funded by the EU. More recently, he won a contract (the RAINS project) to study the impact of National Standards in six primary schools - a project that involved the complex organizational task of working with parents, children, teachers and union leaders.

Martin has made a major contribution to the research environment in New Zealand and the United Kingdom. In New Zealand, he has been involved with NZJES as joint editor, editor of a special edition, and chair of the NZJES board. Martin has served as an elected Board member and then Deputy Chair of NZCER. He has had a long standing involvement with NZARE as a presenter, a joint organizer of a NZARE conference and joint coordinator of the education policy SIG.

Martin has become known as an informed and reasoned commentator on educational issues and is frequently consulted by the New Zealand media for advice. He is an excellent communicator to a variety of audiences and is able to make complex issues understandable. In debate he insists that critique be underpinned by empirical enquiry. There are few policy scholars like him who marry high-level theoretical argument with a genuine engagement with schools and teachers.

Martin's outstanding and sustained contribution to educational research makes him a very worthy recipient of the 2016 McKenzie Award.



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