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ABOUT TLRI

The Teaching & Learning Research Initiative (TLRI) is a Government programme that aims to:

- build knowledge, through partnership research, about teaching and learning
- use this knowledge to create improved outcomes for learners
- create partnerships between practitioners and researchers to maximise the value and usefulness of research.

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Far and wide with the TLRI

The TLRI is providing the opportunity for innovative research into teaching and learning. The project team partnerships are a key to the success of the initiative, with team members—practitioners and researchers—using a diversity of forums to present their findings: in print and presentations, and nationally and internationally.

International presentation

Three teacher-researchers, Peta Hill, Rae Parker, and Jennie Upton, talk about their recent experience of presenting at the prestigious American Educational Research Association (AERA) conference in San Francisco:

“Our presentation, entitled ‘Collaborative Self-Study Research on Critical Literacy Practices: Research Practices as Texts’, was part of the Special Interest Group (SIG) Self-Study of Teacher Education Practices. In it, we gave a taste of our report, which examines the parallel research processes of ourselves as teachers implementing critical literacy practices in our classrooms, and the collaborative self-study research process itself.

Many of the attendees were interested in our presence as teacher-researchers, as, in general, American educational research is undertaken only by university-based personnel. People who spoke to us often commented on how fortunate New Zealand teachers were to have the opportunity to participate in this arena of research. Having

listened to numerous presentations, our own feeling is that primary education can benefit greatly from the collaborative involvement of teachers as researchers. Many American presenters commented that it is difficult for teachers to access, and researchers to disseminate, their research outcomes.

The experience of attending this international event has been rewarding and energising for us, both personally and professionally. Together we attended 30 different sessions and have returned to New Zealand with new perspectives and ideas as well as a network of new contacts.

We are grateful to the TLRI for the opportunity to be teacher-researchers and to have attended the AERA conference.”

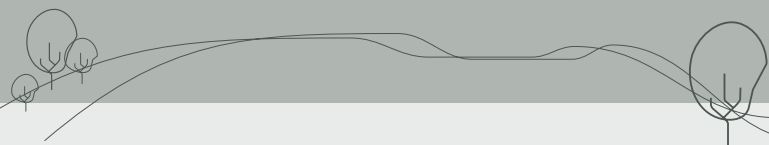
Ministerial launch

The Hon Minister of Education Steve Maharey officially launched the research report, *Enhancing Teaching and Learning of Comprehension in Years 4–9: A Research-Practice Collaboration for Mangere Schools*, on 14 October 2006. The launch of the report took place at the Mangere AUSAD teachers conference, Celebrating Learning, where teachers, leaders, community members, and Ministry of Education personnel celebrated the great work schools have been doing in raising student achievement through practitioners and researchers learning together, digging deeper, inquiring, thinking, collaborating, and acting.

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From left to right: Peta Hill, Rae Parker, Susan Sandretto, Jennie Upton, at the AERA conference.





Funding for new projects

Two-year projects

Teaching literature in the multicultural classroom

Project leader: Terry Locke

Partnerships: Henderson Intermediate School, Wymondley School, Somerville School, Macleans College, and the University of Waikato.

The overall goal of this project is to find effective ways of teaching literature in multicultural and multilingual classrooms at primary and secondary level. In doing so, the aim is to develop a range of effective classroom approaches and practices for the teaching of literature in such settings. A secondary aim is to link the research associated with this project with research being done in relation to other Level 1 curriculum. An additional secondary aim is the production of at least one teachers' resource on the subject of teaching literature in the multicultural classroom.

Researching understanding of learning and teaching (RULT): a case study in using practice-based research to develop a school-wide learning community

Project leaders: Elaine Mayo and Lindsey Conner

Partnerships: Avonside Girls' High School and University of Canterbury College of Education.

This research project investigates how teachers who are using a peer-coaching model to help them each gain a deeper understanding of teaching and learning, can distil and share their emerging experiential knowledge, and how this influences future praxis (thinking and acting) in teaching. The school aims to build a reflective learning community where teachers collaborate deliberately

to support improved outcomes for students.

The project involves four cycles of activity, in which the "learning stories" from the peer-coaching model will be documented and used to promote fresh questions about individual and collective learning.

Success for all: improving Māori and Pasifika student success in degree-level studies

Project leader: Airini

Partnerships: The University of Auckland Faculty of Education; the Faculty of Medical and Health Sciences; the National Institute of Creative Arts and Industries, Careers Centre.

This evidence-based project targets Māori student and Pasifika student success in degree-level tertiary education. The focus is on the ways in which non-lecture teaching and learning helps or hinders Māori student and Pasifika student success in preparing for, or completing, degree-level studies. Good practice will be identified.

A school for the 21st century: researching the impact of changing teacher practice on student learning

Project leader: Michael Denny

Partnerships: Alfriston College and the New Zealand Council for Educational Research

The aims of this project are to: investigate whether the innovative approaches to scheduling time for teaching and learning at Alfriston College are having a significant impact on student learning; to identify best practice for the use of extended periods of learning time; and to widen discussion about the nature of "evidence" of student learning.

Mathematics classrooms: explorations into the teaching/learning nexus

Project leaders: Glenda Anthony and Margaret Walshaw

Partnerships: The project is a collaborative venture between researchers from Massey University, and students and teachers from three secondary schools.

The aim of this project is to investigate the teaching/learning nexus in Year 9 New Zealand mathematics classrooms, with a commitment to identifying teachers' and students' constructed social and mathematical meanings. The project involves working with Year 9 teachers and students over a two-year period. The principal data gathering and analytical strategy is technology-intensive and will involve video sequences of 30 lessons taken from three cameras in each classroom.

Home-based early childhood education (family day care): the visiting teachers' role in improving educators' practices—what makes a difference?

Project leader: Judith Duncan

Partnerships: The Dunedin Community Childcare Association; the visiting teachers; and the Children's Issues Centre, University of Otago.

This project proposes to investigate the role of the visiting teacher in improving the quality of educators' practices and children's learning outcomes in the home-based settings supervised by the Dunedin Community Childcare Association. The visiting teachers will be examining: the teaching practices of the educators; the roles of the visiting teachers in supporting and improving the practices of the educators; the wider support roles of the Dunedin Community Childcare Association; and

the role of professional development opportunities for both the educators and the visiting teachers.

Strengthening responsive and reciprocal relationships in a Whānau Tangata centre: an action research project

Project leader: Jeanette Clarkin-Phillips

Partnerships: Teaching team, parents, and whānau of Taitoko Kindergarten, Levin; General Manager and a senior teacher of the Wellington Region Free Kindergarten; and Professor Margaret Carr

This project's aim is to investigate the teaching and learning at Taitoko Kindergarten in the light of the impact of the development of a Whānau Tangata centre. Through action research, the team will address the teachers' questions associated with teaching and learning as they implement changes in response to establishing a Whānau Tangata centre at the kindergarten as part of a Parent Support and Development Contract.

Investigating the impact of whole-school approaches to education for sustainability on student learning

Project leader: Chris Eames

Partnerships: Experienced Education for Sustainability (EfS) researchers partnered with national EfS school advisers, who are in turn partnered with specified staff at each case-study school. There is also an overarching partnership between the whole team and the EnviroSchool Foundation.

The project aims to build on previous work in action competence and to design a valid and reliable framework for investigating this; and to understand the practice of whole-school approaches to EfS in New Zealand schools, and the impact of these approaches on the school community and student learning. The framework will be used to construct research instruments for collecting

research data in five schools as case studies. This approach will aim to build capacity for research within the EfS community and the schools.

Teaching and learning in the supervision of Māori doctoral students

Project leaders: Elizabeth McKinley and Barbara Grant

Partnerships: The Capability Building programme within Ngā Pae o te Māramatanga (the National Institute of Research Excellence for Māori Development and Advancement); The University of Auckland; the University of Waikato; Te Whare Wānanga o Awanuiarangi; Emeritus Professor, Les Williams; and current practitioners of supervision who are also supervisors of Māori doctoral students.

The project aims to enhance understanding of the supervision practice of Māori doctoral candidates (from both students' and supervisors' perspectives), so as to improve outcomes for those candidates and their institutions. This project will be framed within kaupapa Māori methodology.

One-year projects

Mathematics: she'll be write!

Project leader: Tamsin Meaney

Partnerships: This is a partnership between the teachers at Kura Kaupapa Māori o te Koutu, Tamsin Meaney at the University of Otago, and Tony Trinick at The University of Auckland. Uenuku Fairhall, principal of Kura Kaupapa Māori o te Koutu, is also one of the primary researchers.

This project aims to document the written mathematical genres that students are currently using, and identify the linguistic features that are associated with the different genres. It will also explore ways to improve students' mathematical writing. This will include investigating different pedagogical approaches, as well as considering other

genres that could be used effectively in mathematics.

Teachers learning mathematics

Project leaders: Bill Barton and Judy Paterson

Partnerships: Eight secondary teachers from eight different schools in the Auckland region will work with two researchers from the Mathematics Education Unit in the Department of Mathematics of The University of Auckland; Professor Deborah Ball and colleagues at The University of Michigan.

This study aims to investigate the development of mathematical knowledge for teaching amongst secondary teachers while they are in the classroom.

Each of the eight teachers will examine one aspect of their mathematical knowledge in close detail. This will give an insight into the nature of the mathematical knowledge they need for teaching and their perceptions of the effectiveness and practicality of classroom-based mathematics learning as ongoing professional development.

Training on the job—how do home-based co-ordinators support carers to notice, recognise, and respond?

Project leaders: Tracey Hooker, Frances Bleakin, and Sue Biggar

Partnerships: Hamilton Childcare Services Trust and Dr Sally Peters from the University of Waikato.

The focus of this research is on exploring the impact of training and support that co-ordinators provide for home-based carers in an early childhood service. The aim is to identify what factors seem to be important in helping carers to recognise and support children's learning. At the end of the research period, individual reflective interviews will take place with the carers and co-ordinators about the factors they believe have been influential in improving the carers' practice.



Programme development

In the first three years of the TLRI, the primary focus was on: establishing the initiative (such as the processes and procedures); building awareness of its aims, principles, and priorities; and building support for publishing and dissemination.

It is now time to support activities designed to build the overall programme. A TLRI steering group with responsibility for designing a TLRI programme development project that will seek ways of *building cumulative knowledge* and giving more support for *developing research capability* has been established.

The group consists of Clive McGee, Mary Hill, Nick Zepke, Lynne Whitney, and Robyn Baker. The steering group is responsible for identifying possible TLRI themes for further analysis, and then working with the NZCER TLRI co-ordination team to commission studies on these themes. It has agreed to begin with a project that will collect baseline data on completed TLRI projects and will provide an analysis of the contribution of these projects to building knowledge about teaching and learning.

The project will also provide insights into the research methodologies used, and the impact of the research studies on practice. The intention is to use the findings of this study to make recommendations to the TLRI Advisory Board about future priorities for the TLRI. This might, for example, include a recommendation to ask for applications within key themes rather than continue with a more general approach. It will also be used to inform further programme development activities.

KEY DATES FOR 2007

1 March	EOI documents for 2007 published on website EOI documents mailed out
15 May	EOI applications close
Week of 4 June*	EOI selection panel meets (1 day)
Week of 18 June*	TLRI Board meeting to approve shortlist
29 June	EOI applicants notified about shortlisting
31 August	FP applications close
Week of 10 September *	Selection panel meets (1 day)
Week of 17 September*	TLRI Board meeting to approve funded projects
3 October*	FP applicants notified about funding decision
October/November*	Announcement of successful 2007 funding round projects
January 2008	Funding commences for 2007 funding recipients

* Dates to be confirmed

Far and wide with the TLRI from page 1

In his comments, the Minister noted the significance of research–practice collaborations.

Award

Roberta Hunter, who has been involved in the TLRI project Numeracy Practices and Change, led by Glenda Anthony and Margaret Walshaw, received the Mathematics Education Research Group of Australasia Early Career Award for her conference presentation: “Structuring the Talk Towards Mathematical Inquiry”.

Presentations and publications

At the recent What’s Next with Assessment for Learning conference in Palmerston North there were three presentations from TLRI projects. Valerie Margrain from the Effective Teacher Education Practice: The Impact of Written Assessment Feedback for Distance Learners project; Mary Hill from the Great Expectations project; and Catherine Hellyer from the Conceptions of Assessment and Feedback project.

Papers derived from the TLRI project Numeracy Practices and Change, led by Glenda Anthony and Margaret Walshaw, have been presented at conferences of the Mathematics Education Research Group of Australasia, and at the conference of the International Group for the Psychology of Mathematics Education held recently in Prague, and subsequently published in the conference proceedings. Papers from the Mathematics Enhancement Project: Professional Development Research, led by Bill Barton and Hannah Bartholomew, have been presented at conferences and published in conference proceedings in Brazil and Australia.

Jenny Ritchie and Cheryl Rau have published an article, “Enacting a Whakawhanaungatanga Approach in Early Childhood Education” in *Early Childhood Folio: 10*, reporting findings from the TLRI project Whakawhanaungatanga—Partnerships in Bicultural Development in Early Childhood Care and Education.