



## Teaching and Learning Research Initiative contracts 2005

### One-year contracts – Category C

Category C are smaller-scale projects (funded at between \$15,000 and \$40,000) which are expected to be particularly useful for practitioner-driven, researcher-supported projects.

#### **Addressing the needs of transient students: A collaborative approach to enhance teaching and learning in an area school**

This project emerges out of a request from the principal and teachers involved in earlier research that highlighted childrens' perspectives on their learning and social lives at school. In a small Area School, student transience was observed to complicate the learning and social experiences of some of the students. This research aims to enhance the learning and social experiences of transient students through professional development focused on a community of practice, and action research in the school.

**Project leader:** Dr Jude MacArthur

**Organisation:** Donald Beasley Institute, Dunedin

**Partnership:** Area School in South Otago

#### **Classroom questioning by teachers: An investigation of how teachers formulate, select and present questions to guide student learning**

This research has two main aims - to develop the research capability of a group of teachers, and secondly to investigate their use of questioning to facilitate students' learning in the context of mathematics. A group of teacher-researchers will work in partnership with the research team leaders to analyse their own practice, to identify aspects of questioning behaviour, conditions which support effective use of questioning, and barriers that inhibit the use of certain types of questioning. By adding "teacher's voice" to the existing body of research, it is intended the project will develop a deeper understanding of teachers' unique perspectives of teaching and learning.

**Project leader:** Linda Bonne

**Organisation:** Redwood School

**Partnerships:** Seatoun School, Windley School, Rangikura School, Cashmere Avenue School, Churton Park School, Te Aro School, and in consultation with Dr Don Miller, Educational Consultant, and Ruth Pritchard from Victoria University of Wellington College of Education.

#### **Early algebraic thinking: Links to numeracy**

The aim of this project is to make explicit the knowledge and strategic thinking of students as they make the transition from arithmetic to algebra. It is proposed that a diagnostic interview, similar to that used in numeracy assessment, will be developed. The teachers anticipate that the results from this research will not only enhance students' learning of algebra in their own schools, but will also inform mathematics educators who are extending the implementation of the Number Framework into high schools.

**Project leader:** Chris Linsell, Dunedin College of Education

**Partners:** John McGlashan College, King's High School, Otago Boys' High School

## **Enhancing teachers' beliefs, knowledge and practice about bilingualism and bilingual / immersion education through critical action research. A pilot project - 2006**

This pilot project aims to assist the school's practitioners develop and apply critical research methods to identify the existing strengths in multi-cultural / bilingual policy and practice. It will also identify gaps and needs, and provide critical assessment and analysis in relation to current best evidence in critical multi-cultural and bilingual education theory.

**Project leader:** Hayley Read

**Organisation:** Richmond Road School

**Partnership:** University of Auckland

## **Write on!**

A pilot study investigating possibilities for teacher intervention in the learning and achievement of diverse students in low decile secondary schools in the context of a whole school writing programme intended to raise student achievement.

**Project leader:** Sue Carswell

**Organisation:** Aranui High School

**Partner:** Dr Ruth Boyask and Dr Kathleen Quinlivan, School of Education, University of Canterbury,

## **Two-year contracts**

Category B contracts are for medium-sized two-year research projects with funding of between \$75,000 and \$180,000 available.

## **Addressing obstacles to success: Improving student completion, retention and achievement in science modules in applied health programme, with particular attention to Māori**

This project will investigate factors that impact on student completion, retention, and achievement rates for science modules in applied health programmes, with particular attention to Māori. The research comprises two stages. The first, in 2006, will explore "What science knowledge is necessary for new graduates if they are to be competent midwives and nurses?" The second phase will involve developing, piloting and evaluating an intervention in the science modules taught in the applied health programmes at a representative tertiary education institution, which will delineate the necessary science knowledge for new midwifery and nursing graduates.

**Project leader:** Kelly Gibson-van Marrewijk

**Organisation:** Waikato Institute of Technology

**Partnership:** New Zealand Council for Educational Research

## **A collaborative self-study into the development and integration of critical literacy practices**

The project consists of collaborative research into the development and implementation of critical literacy practices within guided reading lessons and integrated curriculum. In 2006, the research will be situated in four schools (deciles 2, 3, 8, 9) and 12 classrooms (years 1-8), with teachers studying their own professional practices (self-study) with support from the researchers. Data will be collected to chart the growth of student

reading comprehension and academic achievement in relevant curriculum areas. In phase 2, the research team will analyse the data, prepare reports on the research findings, and make recommendations for future research.

**Project leader:** Dr Susan Sandretto

**Organisation:** University of Otago

**Partnerships:** East Taieri Primary School, Port Chalmers School, Balaclava School, Brockville School

### **Developing teacher-researcher partnerships to investigate best practices: Literacy learning and teaching in the content areas of the secondary school**

A teacher / researcher partnership, this research will investigate cross-curricula literacy teaching and learning in secondary schools. Teachers from three schools and the researchers will focus on the collaborative development and implementation of pedagogical approaches and teaching content that will assist students develop the strategies required to improve their literacy learning and assessment outcomes. The project team will also document, theorise, and evaluate the process as an approach to professional development.

**Project leader:** Dr Trevor McDonald

**Organisation:** Education Associates Ltd

**Partnerships:** Teuila Consulting, Auckland Seventh Day Adventist High School, Roxburgh Area School, Waitaki Girls' High School

### **A research partnership to enhance capacity to analyse students in writing, using the English Exemplars (2003)**

The aim of the project is to collect evidence that can be used more effectively to modify writing instruction in order to raise student achievement in writing. It is a partnership between Lead Teachers and teachers in the Manurewa Enhancement Initiative, and the University of Auckland Faculty of Education. It will focus on enhancing teachers' capacity to analyse students' writing, using the English Exemplars (2003), and to strengthen teacher practice in using evidence to inform teaching. It will investigate the role of professional discussion in quality learning circles (focused on students' writing), and in enhancing teachers' knowledge about, and confidence and competence in implementing, writing processes and pedagogy.

**Project leader:** Dr Libby Limbrick

**Organisation:** Auckland UniServices Limited

**Partnership:** Manurewa Enhancement Initiative schools – eight schools and 32 teachers.

### **Te Puawaitanga - partnerships with tamariki and whanau in bicultural early childhood care and education**

This project aims to document the narratives of a diverse group of children and families as they engage with early childhood services committed to honouring the bicultural intent of the early childhood curriculum document Te Whariki.

**Project leader:** Cheryl Rau, Dr Jenny Ritchie

**Organisation:** University of Waikato, School of Education

**Partnerships:** Partner researchers from a diverse range of early childhood services, rural and urban, and both teacher and parent-led centres covering a wide geographical spread.

## **Three-year contracts**

Category A contracts are three-year research grants with project funding levels set between \$120,000 and \$400,000.

### **Valid and practical tertiary assessment of student learning outcomes**

This research will investigate policy and strategies for the assessment of student learning outcomes across a wide range of tertiary institutions. The research team will include tertiary lecturers and researchers in various disciplines and professional programmes, and participants in the research will be tertiary practitioners, students and tertiary leaders. The purpose of the project is to better understand and support evidence-based, valid and practicable assessment strategies to enhance teaching and learning process.

**Project leader:** Prof Luanna Meyer

**Organisation:** Victoria University of Wellington

**Partnerships:** Massey University, Te Whare Wānanga o Awanuiāraangi, Manukau Institute of Technology

### **Unlocking student learning: The impact of teaching and learning enhancement initiatives (TLEIs) on first year university students**

This research will focus on the provision of academic development and its impact on the success of first year student learning at all universities in New Zealand. It will harness the experience and expertise of academic developers and teachers as partners. The goal of the project is to increase students' learning and success in targeted, large first year classes through the development and implementation of teaching and learning enhancement initiatives (TLEIs) that make a difference to student learning and success. The study will empirically identify a range of academic development strategies and approaches that directly enhance student success and learning outcomes.

**Project leader:** Dr Kogi Naidoo

**Organisation:** Massey University

**Partnerships:** Victoria University of Wellington, University of Otago, Lincoln University, Auckland University of Technology, University of Canterbury, University of Waikato, University of Auckland

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*December 2005*