



TEACHING & LEARNING
RESEARCH INITIATIVE
NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU

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Puka Whakaatu Hiahia | Expression of Interest

Ngā mōhiotanga me ngā aratohu |
Information and guidance

2019



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1 March 2019

Tēnā koe

Thank you for your interest in the Teaching and Learning Research Initiative: Nāu i Whatu te Kākahu, he Tāniko Tāku.

The Teaching and Learning Research Initiative (TLRI) seeks to support research addressing themes of strategic importance to education in New Zealand that will lead to an improvement in outcomes for learners. Partnerships between researchers and practitioners are central to the TLRI. The fund is open to proposals from all sectors — early childhood education (ECE), school, and post-school or tertiary.

The TLRI was established by the government in 2003 and 151 projects have been funded to date. The total funding available for the 2019 round is \$1,555,556 (excluding GST).

This document describes how the fund operates and tells you how to submit an Expression of Interest. A webinar is also available [here](#). In 2018 we made changes to aspects of the application process. The process for 2019 is the same as in 2018 with minor changes to wording in some sections. Applicants must use the template available for download as a Word document here: <http://www.tlri.org.nz/apply-funding>

There is a two-stage process for submitting research proposals. Stage 1 requires an Expression of Interest. Shortlisted applicants from Stage 1 will be invited to submit a Full Proposal. Stage 2 requires a Full Proposal.

The closing date for Expressions of Interest is 5pm on Thursday 2 May 2019. All applicants will be notified of the outcome of Stage 1 by Tuesday 25 June 2019. Those shortlisted will be invited to submit a Full Proposal by 5pm Thursday 29 August 2019.

Enquiries about the TLRI and/or the Expression of Interest process should be directed to tlri@nzcer.org.nz, or Jo MacDonald on (04) 802 1459. Further information about the TLRI can be found on the TLRI website: www.tlri.org.nz

Nā māua noa, nā

Jo MacDonald & Eliza de Waal
NZCER–TLRI coordination team



The desired outcome of TLRI is to support research which will lead to significant improvement in outcomes for learners.

The TLRI aims to:

- build a cumulative body of knowledge linking teaching and learning
- enhance the links between educational research and teaching practices—and researchers and teachers—across early childhood, school, and tertiary sectors
- grow research capability and capacity in the areas of teaching and learning.

The growth of research capability and capacity is a reciprocal process that:

- builds the capability of researchers to undertake quality research through engaging in high-quality research and working with other researchers with varied levels of experience
- enables teachers to gain expertise in systematic enquiry, as they engage as active members of a research team
- builds the capability of teachers to improve their teaching practice by learning from the findings of research
- deepens researchers' understanding of teaching and learning by engaging with teachers.

<p>Ngā mātāpono o TLRI TLRI PRINCIPLES</p> <p>The TLRI's research projects and related activities will be guided by five principles.</p>	<p>Te kaupapa a matua PROJECT PRIORITIES</p> <p>The projects will have strategic value, research value, and practice value.</p>
<p>Ngā mātāpono o tuatahi Principle One</p> <p>The research projects within the TLRI will address themes of strategic importance to education in New Zealand.</p> <p>Ngā mātāpono o tuarua Principle Two</p> <p>The TLRI research projects will build upon New Zealand-based research evidence, draw on related international research, and may be forward looking.</p>	<p>Te hua rautaki Strategic value</p> <p>The projects must align with current and future priorities for teaching and learning within and across the early childhood, school, and tertiary sectors. Of special interest is a focus on deepening our understanding about how we might address current inequities in educational outcomes and on creating the teaching and learning processes that will support success for all types of learners in the 21st century. Projects can focus on teaching and learning in informal settings as well as in early childhood centres, schools, and tertiary institutions.</p> <p>The proposed research needs to:</p> <ul style="list-style-type: none"> • <i>Consolidate and build knowledge.</i> The questions must align with the most vital research areas in each of the education sectors. Proposals should acknowledge existing knowledge on teaching and learning and research paradigms and methodologies, and demonstrate how the research can build on the knowledge base. TLRI project may involve secondary analysis of existing datasets. • <i>Identify and address gaps in our knowledge.</i> Questions need to be posed that will increase our knowledge and understanding about key educational issues within New Zealand. Proposals need to show how new knowledge about teaching and learning would be created to complement, and address gaps in, existing knowledge. <p>The proposed research may also be forward looking and innovative. It may focus on the development of new constructs and concepts in teaching and learning and on new research paradigms and/or methodologies. It may also focus on innovative policy and practice.</p>

Ngā mātāpono o tuatoru | Principle Three

The TLRI research projects will be designed to enable substantive and robust findings.

Ngā mātāpono o tuawhā | Principle Four

The research projects within the TLRI will be undertaken as a partnership between researchers and practitioners.

Te hua rangahau | Research value

The projects must be designed in ways that contribute to the TLRI aims of building knowledge and developing research capability in the area of teaching and learning. The projects also need to be designed as partnerships where the collective knowledge of researchers and practitioners is applied to problems in practice.

The proposed research needs to:

- pose a research question (or questions) that advances learning in the field and contributes to what is already known
- clearly describe data collection methods which follow a logical line from the questions themselves
- create a data-analysis plan that gives an idea of how the data will be managed and analysed and how these data will then answer the research question(s)
- show consideration of the context of practice in which the research will be conducted and give careful thought to the relationships and roles within the project team and issues such as knowledge, ownership, power, and decision making
- involve a team of researchers and practitioners that is led either by an experienced researcher or an experienced practitioner. If the latter, the team needs an experienced researcher acting as an adviser
- provide opportunities for building the research capability or expertise of team members

Ngā mātāpono o tuarima | Principle Five

The TLRI research projects will recognise the central role of teachers and students in learning, and the importance of the work being useful in practice.

Te hua ritenga | Practice value

The projects need to contribute to improving teaching practice and outcomes for learners. Projects must give priority to dissemination strategies that maximise opportunities for critique and dialogue with the teacher and researcher communities, and that demonstrate their practical application, especially with regard to their potential to impact on learning.

The proposed research needs to show the:

- *Impact on practice.* It should demonstrate how the research might inform current and future practice. This could occur as part of the research process itself as well as through dissemination and application of the findings. Dissemination strategies need to be designed to share findings with the community of interest and engage practitioners with research-informed practices that are known to have a positive influence on learning.
- *Impact on learning.* The proposal must demonstrate potential for practical application and indicate how it could lead to improvements in outcomes for learners.

Ngā mahi kōtui i waenga i te hunga rangahau me te hunga tautōhito |

Partnerships between researchers and practitioners

To be eligible for the fund, proposals need to come from partnerships involving education and training practitioners and researchers. Practitioners may include, but are not limited to: teachers in kindergartens, early childhood centres, kōhanga reo, and Pasifika language nests; teachers in kura, primary, intermediate, and secondary schools; and lecturers, tutors, and trainers working in post-school settings such as universities, wānanga, polytechnics, private training establishments, industry training organisations, and workplace settings.

Researcher–practitioner partnerships should be integral to the design of the project. There needs to be a focus on the individuals in the team using their collective expertise, and on all team members having the opportunity to learn from each other, rather than on explicitly developing the research skills of the practitioner members of the project team. In this partnership, practitioners might take the role of advisory board, data gatherers, informants, etc. and not necessarily be integral to all aspects of the thinking inside the partnership.

The TLRI is open to researchers working in organisations (e.g., tertiary institutions) or working independently. The TLRI will not enter into contracts with individuals, requiring that contracts be with incorporated societies or similar legal entities. Staff members of the Ministry of Education or other government departments are not eligible to apply.

Applicants from an institution that does not have access to an experienced researcher may contact the TLRI tlri@nzcer.org.nz who may be able to link you with an appropriate person. Please note that postgraduate students can be on project teams, but the TLRI cannot directly fund PhD or Master’s study.

Ngā momo kaupapa me ngā taumata whāngai pūtea |

Types of projects and levels of funding

Until 2018, applications have been invited for two types of research project (Type I and Type II). These types are no longer part of the application process. This year, the TLRI is encouraging applications for projects at different levels of funding. The level of funding requested needs to be appropriate for the scale and scope of the proposed research (e.g., a small pilot study, or a large-scale project involving multiple sites).

Projects will be funded for one, two, or three years. The amount requested may be different for each year¹. If your project is to continue beyond 2020, you must state clearly the amount of funding you seek for the subsequent years. Note that future funding is subject to ongoing government funding, and to satisfactory performance in the first year. All figures are GST exclusive.

Projects funded through the TLRI can be part of a wider programme of work, but there needs to be clear value added by TLRI funding. Please state if this proposal is part of a larger programme of research, and if so, indicate any other sources of funding (e.g., Teacher-led Innovation Fund, Ako Aotearoa’s National Project Fund, institutional funding).

Projects that are “business as usual” e.g., evaluating course changes at an institution, without demonstrating wider strategic and practice value, do not fit the intent of the TLRI. Similarly, while “tool development” may be one of the outputs from a TLRI project (and a contributor to its practice value), the production of a tool without a core and significant research component is out of scope for TLRI funding.

¹ The maximum funding per year is \$150,000 with a maximum of \$450,000 across the life of the project.



He hātepe whiriwhiri hipanga-rua | Two-stage selection process

There is a two-stage process for submitting proposals. Stage 1 is an Expression of Interest proposal and Stage 2 is a Full Proposal. Expression of Interest proposals are now being sought and must be submitted by **5pm, Thursday 2 May 2019**.

Expressions of Interest will be used to establish a shortlist of applicants who will be invited to submit Full Proposals. At the Full Proposal stage, applicants will be required to demonstrate that there is a partnership agreement in place between researchers and practitioners. The two-stage process provides time for such agreements to be established.

There is no limit on the number of Expression of Interest proposals that can be submitted by individuals or organisations. However, at any one time a person can be named as principal investigator for only one TLRI project unless otherwise negotiated with the TLRI team.

Ngā whakaritenga kirimana | Contractual arrangements

A contract is signed between the New Zealand Council for Educational Research (NZCER) acting as co-ordinators of the TLRI, and the principal investigator's institution (the Contractor). NZCER will not enter into contracts with individuals, requiring that contracts be with incorporated societies or similar legal entities.

The following conditions will apply to those who are successful at the Full Proposal stage:

- Funding beyond one year is conditional upon continued government funding of the TLRI and satisfactory performance in the first year of the project.
- The TLRI must be acknowledged as the funding source in any publications, presentations, or similar materials that result from the project.

Funding period

Funding for the successful projects in 2019 will commence on 1 January 2020, subject to contracts being signed. It is expected that research projects will start from the date of commencement stated in the successful applicants' contracts.

Use of funds

The TLRI seeks to obtain the best value for its funds. This means that purchases of large-scale capital items, such as computers, will not be funded, nor will overseas travel. Depending on their purpose within the project, it may be possible for smaller items to be funded.

Reporting

All projects will be required to provide 6-monthly progress reports. Specific requirements will be stipulated in the contract.



Te Poari Tohutohu | Advisory Board

A TLRI Advisory Board is convened by the Ministry of Education. The Advisory Board provides strategic leadership to the TLRI and reviews the recommendations for shortlisting (Stage 1) and project funding (Stage 2).

Te tūranga whakariterite o NZCER | NZCER's co-ordination role

The Ministry of Education has contracted NZCER to co-ordinate and administer the fund. NZCER has established a team to co-ordinate the implementation of the TLRI.

The role of the NZCER-based TLRI team is to:

- provide leadership and operational implementation
- build awareness of the TLRI and its research programmes and results
- implement quality-assurance policies and processes for the TLRI
- create opportunities for building research capability in teaching and learning for researchers and practitioners.

Te āhei o NZCER ki te tono pūtea māna anō | Eligibility of NZCER for funding

NZCER staff members involved with any aspect of the selection or shortlisting process are not eligible to apply for funding from the TLRI or to be members of project teams applying for funding in that particular year. However, it has been agreed with the TLRI Advisory Board that NZCER staff not involved in shortlisting or selection will be eligible to put forward proposals for funding and/or to be members of collaborative teams applying for funding. They must adhere to the conflict of interest guidelines for programme co-ordination.

Te hātepe whiriwhiri | Selection process

Expressions of Interest will be shortlisted by a selection panel using the criteria set out in the Criteria for selection section of this guidance. The selection panel comprises members of the NZCER-based TLRI team, including researchers from Te Wāhanga, the kaupapa Māori research unit within NZCER.

Shortlisted applicants will be invited to submit a Full Proposal. The selection panel at this second stage comprises leading researchers external to NZCER who have expertise in research methodology and research into teaching and learning. It will also include researchers with expertise in rangahau Māori or kaupapa Māori research, and Pacific education and research. Only those people who are not involved in submitting a bid themselves may undertake this role. The decisions made by the selectors at this stage are independent of the NZCER-based TLRI team.

At each stage (Expression of Interest and Full Proposal) the selection panel will make recommendations to the TLRI Advisory Board who make the final decisions about project funding.

Feedback will be provided to all applicants at each stage of the selection process. The process at each stage will be subject to independent audit.



It is important that the New Zealand educational research community sees the administration and selection processes involved with the TLRI as sound, robust, fair, and transparent. NZCER has established procedures to minimise the likelihood of conflicts of interest or breaches of privacy during the handling and selection of the TLRI project proposals.

The TLRI has an appeals and complaints procedure. The appeals procedure is for appeals against decisions taken in relation to shortlisting and funding. The complaints procedure can be invoked in situations where an organisation or individual has reason to believe that they have not been appropriately dealt with, or that NZCER has not acted properly in its role as co-ordinator.

Where an organisation or individual is aggrieved and believes grounds exist for an appeal or complaint, they should signal their intent in writing to the TLRI Advisory Board within 10 working days of receipt of the funding decision or of becoming aware of the problem. The Project Leader will provide contact details if required. Alternatively, an organisation or individual can approach the director of NZCER with their appeal/complaint. If this does not lead to a satisfactory resolution, the aggrieved party should proceed with a written complaint. The Advisory Board will then appoint two members to deal with the appeal or complaint.



Te hua rautaki me te hua ritenga | Strategic and practice value

The extent to which the proposal:

- addresses an area of strategic importance to education in New Zealand
- provides a clear rationale for the project including links to relevant New Zealand and international research
- has the potential to inform teacher practice, impact on learning, and lead to improvements in outcomes for learners
- poses a research question(s) that will increase knowledge and is appropriate for the proposed scope and design of the project.

Te hua rangahau | Research value

The extent to which the proposal has:

- a research design, data collection methods and approach to analysis that will address the research question(s) and enable substantive and robust findings
- a partnership in place that has a clear rationale and is consistent with the intent of the TLRI
- a project team that is led by a principal investigator/s with relevant experience in leading similar research projects, and includes appropriate research and practice experience across the team.

Te Tuku mai i tētahi Puka Whakaatu Hiahia | Submitting an Expression of Interest

Te hōputu me te whakaaturanga mai o tētahi Puka Whakaatu Hiahia | Format and presentation of an Expression of Interest

Expressions of Interest must use the template available here: <http://www.tlri.org.nz/apply-funding>

Applications not using this template will not be considered. The page limit for each section is stated on the template. Any information exceeding the page limit will not be considered by the selection panel.

There are three sections to complete:

- A cover page
- Description of proposed project and its context: strategic and practice value
- Research design, partnership, and project team: research value.

Please read the following guidance in conjunction with the information in the template.

Description of proposed project and its context: strategic and practice value

This section of the EOI should demonstrate how the project will address principles 1, 2, and 5 of the TLRI.

Principle One: TLRI research projects will address themes of strategic importance to education in Aotearoa New Zealand.

Principle Two: TLRI research projects will build on New Zealand-based research evidence, draw on related international research, and be forward looking.

Principle Five: TLRI research projects will recognise the central role of teachers and students in learning, and the importance of the work being useful in practice.

Expression of Interest proposals should:

- state your research question(s) and make a convincing argument that the question(s) is important for Aotearoa New Zealand education at this time.
- explain how the project aligns with current and future priorities for teaching and learning within and across the early childhood, school, and tertiary sectors. Of special interest is: deepening our understanding about how to address current inequities in educational outcomes; and supporting success for all types of learners in the 21st century. If Māori or Pacific learners are the focus of a project, does their participation support them to be successful as Māori or Pacific people? Does it validate Māori or Pacific ways of being and knowing?
- provide a clear rationale for the proposed project. This should include what is known, and what else has been written about this field, both in Aotearoa New Zealand and internationally. The rationale should also consider the potential for the project to inform teacher practice and impact on learning. Projects that focus on teachers' learning should still consider the potential impact on students' learning.

Research design, partnership, and project team: research value

This section of the EOI should demonstrate how the project will address principles 3 and 4 of the TLRI.

Principle Three: TLRI research projects will be designed to enable substantive and robust findings.

Principle Four: TLRI research projects will be undertaken as a partnership between researchers and practitioners.

Research design, data collection, and analysis

The TLRI encourages proposals taking a diversity of methodological approaches. These may include qualitative, quantitative, and mixed-methods approaches, as well as design-based, pre-post design, or a combination of other appropriate research methods.

Expression of Interest proposals should describe:

- the overall research design
- the data collection methods, including the types of data you intend to collect and how these will be collected. This should include a clear focus on, and measure of, learner outcomes.
- how you will manage and analyse the data you collect
- how the data will enable you to answer your research questions.

Proposed partnership

Projects need to be designed as partnerships where the collective knowledge of researchers and practitioners is applied to problems in practice. At this EOI stage the partnership needs to be in place with initial conversations between partners. If you are shortlisted and asked to submit a Full Proposal, the partnership will need to be fully established with a partnership agreement.

Expression of Interest proposals should:

- describe the nature of your proposed partnership, including name(s) of ECE centres, kura/schools, tertiary teams.
- briefly discuss the rationale for the partnership and why the partnership is the right way for you to find the answers to your research questions.

Project team

The selection panel is looking for assurance that the team has the research experience and capability to conduct the proposed research, and the practice experience and capability to ensure close connections to practice. Expression of Interest proposals should list team members and briefly describe their role on the project. This is to be included on the cover sheet, and does not need to be repeated in the body of the proposal.

Projects are usually led by a principal investigator who has experience leading research projects (if co-led, at least one of the leaders needs to be an experienced researcher). Collaboration across disciplines and/or institutions is encouraged. It may be appropriate for your project to be led or co-led by a practitioner. In that situation, an experienced researcher must be on the project team. Expression of Interest proposals should provide a short paragraph about the Principal Investigator(s) highlighting relevant experience and qualifications.



Ngā tono i tuhia ki te reo Māori | Applications in te reo Māori

The TLRI invites applications in English or te reo Māori. If you plan to apply in te reo Māori, it would assist our processes if you could contact us at tlri@nzcer.org.nz prior to the closing date for applications.

Ngā rā matua | Key dates

Closing date for Expressions of Interest	5pm, Thursday 2 May 2019
Notification of shortlisting decision	Tuesday 25 June 2019
Closing date for Full Proposals	5pm, Thursday 29 August 2019
Notification of funding decision	Tuesday 22 October 2019
TLRI funding commences for 2019 funding recipients	January 2020, or as in contract

Te tāpae mai i tō tono | Submitting your proposal

The closing date for receipt of submissions of Expression of Interest proposals is **5pm, Thursday 2 May 2019**. The hard copies should be couriered to arrive at NZCER by this time.

Please email an electronic copy to tlri@nzcer.org.nz and courier three hard copies to:

Teaching and Learning Research Initiative
C/- NZCER
Level 10, Education House, 178–182 Willis Street
WELLINGTON 6140

