



## **FULL PROPOSAL**

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## Overview

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

The Teaching and Learning Research Initiative (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.

### TLRI PRINCIPLES

**The TLRI's research projects and related activities will be guided by five principles.**

#### Principle One

The research projects within the TLRI will address themes of strategic importance to education in New Zealand.

#### Principle Two

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

### PROJECT PRIORITIES

**The projects will have strategic value, research value, and practice value.**

#### Strategic value ngā hua rautaki

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.

The proposed research needs to:

- *Consolidate and build knowledge.* 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.
- *Identify and address gaps in our knowledge.* 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.

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.

## Principle Three

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

## Principle Four

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

## 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.

## Research value ngā hua rangahau

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 the data will then answer the research question(s).
- Detail the quality-assurance processes.
- 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 developing the expertise of less experienced researchers.

## Practice value ngā hua ritenga

The projects need to contribute to improving 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:

- *Likely 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.



# FULL PROPOSAL

## General information about the grant

### Overview

The Teaching and Learning Research Initiative (TLRI) was established by the government in 2003 and 104 projects have been funded to date. The funding for the 2013 round is \$1,555,556 million (excluding GST).

The TLRI is focused on developing new knowledge about teaching and learning that is useful to practice and raising research capacity and capability in all sectors. Since a formal review conducted in 2007 we have sought to provide more support for proposers around research content and process and aimed to ensure that while partnerships are central to TLRI project design they are not *the* key driver for the design of the research question(s) and methodology. These ideas were developed more fully in a paper that is on the TLRI website:

<http://www.tlri.org.nz/sites/default/files/pages/developing-new-knowledge.pdf>

We have also undertaken a series of reviews designed to shed light on the contribution of TLRI projects to building knowledge about teaching and learning (Refer page 10).

### Partnerships between researchers and teachers

To be eligible for the fund, proposals need to come from partnerships involving teachers and researchers. In the context of the TLRI, teachers are defined as education and training practitioners. Education and training 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 (PTEs), industry training organisations (ITOs), and workplace settings. The TLRI is open to researchers working in organisations (e.g. tertiary institutions) or working independently. However, 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.

## Management and co-ordination of the TLRI

A TLRI Advisory Board, consisting of sector representatives, has been convened by the Ministry of Education. The advisory board provides strategic leadership to the TLRI and makes recommendations to the Minister of Education about research priorities. The Ministry of Education, on behalf of the advisory board, has contracted the New Zealand Council for Educational Research (NZCER) to co-ordinate and administer the fund. NZCER has set up its own TLRI Co-ordination Team to:

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

## Types of projects and levels of funding

There are two types of research projects: **Type I** and **Type II**. The requirements for Expressions of Interest and the selection criteria are slightly different for each type. These are detailed in the notes included in the relevant sections.

**Type I:** *Research projects: Building knowledge about teaching and learning*

**Type I** projects will have **two** categories—**A** and **B**.

**Category A** will be large-scale projects of **three years**. Each of the major projects in 2013 will be eligible for up to \$450,000, with a maximum of \$150,000 GST exclusive available in any one year.

**Category B** will be projects of **up to two years**. A maximum of \$200,000 GST exclusive will be granted for any one project, with no more than \$100,000 GST exclusive available in any one year.

These research projects are to be designed to explicitly build on the TLRI aims: to build cumulative knowledge about teaching and learning; and to build research capability. They are to build knowledge by clearly drawing on existing evidence to take the particular field forward and by taking account of learning from completed TLRI projects and other relevant New Zealand-based research initiatives. To assist project teams to select a fruitful area for investigation refer to the document *TLRI 2013: Building knowledge about teaching and learning*, included in the EoI package.

The research projects are to have a very clear research design with specific questions that come from an exploration grounded in the literature. They are to be led or co-led by an experienced principal investigator and be designed in a way that explicitly offers opportunities for emerging researchers to develop their skills (so that in time they might develop the expertise required of a principal investigator). Researcher–practitioner partnerships are to be integral to the design of the project. The partnership, however, is to guide the research question(s) but not drive the project. To this end there is to be a focus on the individuals in the team using their *collective* expertise rather than on explicitly developing the research skills of the practitioner members of the project team. It is, however, pivotal that all team members have the opportunity to learn. In

this collaboration, 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. It is, of course, necessary that the researchers have clear and consistent regard for practice and practitioners and that the practitioners have clear and consistent regard for research and researchers.

### **Type II Research projects: Exploratory studies**

**Type II** projects are to be smaller scale projects of **up to two years**. A maximum of \$130,000 GST exclusive will be granted for any one project, with no more than \$65,000 GST exclusive available in any one year.

These studies are to be more innovative, with both practice and research valued together. Drawing on the idea that imagining new possibilities requires a team with diverse expertise and interests—so expanding the thinking and solution space—the projects are to focus on questions where both researchers and teachers are exploring new ideas together, possibly examining uncharted territory. Projects are to be constructed in a way that explicitly draws on the questions of the whole project team and be focused not on teachers themselves (as this makes them the subject), but on emerging issues in curriculum, on student learning and/or student voice, or any other important area that researchers and teachers can examine *together*. It is expected that these projects will mostly be in areas where there is much less research known, perhaps where innovative research designs or topics might be central. In this model it is important that the teachers and the researchers are thought partners together, where the learning of each is augmented by the partnership.

## **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. The purpose of requesting Expressions of Interest is to establish a shortlist of applicants who will be invited to submit Full Proposals. The two-stage process acknowledges both the competing demands on researchers and practitioners and the effort that is required to put together a high-quality proposal. Full proposals must be received by NZCER no later than **5pm Friday 23 August 2013**. 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.

The number of Expression of Interest proposals submitted by individuals or organisations is not limited. At the Full Proposal stage, however, an individual may be named as principal investigator for one project only.

## **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.

## **Format of Full Proposals**

To assist with the selection process, each full proposal **must** follow the format outlined in this information pack and be accompanied by a completed cover sheet. Please refer to the enclosed guidelines.

## **Conditions of funding**

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 funding cycle.

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 2013 will commence on 1 January 2014, subject to contracts being signed. It is expected that research projects will start from the date of commencement stated in the successful applicants' contracts.

## **Reporting**

All projects will be required to provide quarterly progress reports. Specific requirements will be stipulated in the contract. A final output folio will be required on conclusion of the project. Details are included: see Appendix One.

## **Eligibility of NZCER for funding**

NZCER has established a management team to co-ordinate the implementation of the TLRI. NZCER staff members involved with co-ordination are not eligible to apply for funding from the TLRI or to be members of project teams applying for funding. However, it has been agreed with the TLRI Advisory Board that NZCER staff not involved in the co-ordination role 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. These are available on request.

## **Appeals and complaints procedure**

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. 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. For these reasons, NZCER has set up a process for dealing with appeals against funding decisions and for dealing with complaints.

To safeguard the integrity and transparency of the TLRI, NZCER has established 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 advisory board of the TLRI within 10 working days of receipt of the funding decision or of becoming aware of the problem. Alternatively, they 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.

## **Submission of Full Proposal**

The closing date for receipt of submissions of Expression of Interest proposals is **5 pm on Friday 23 August 2013**.

An **electronic copy [word doc]** must be submitted to [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz) and four unbound hard copies should be sent to:

Teaching and Learning Research Initiative  
C/- NZCER  
Level 10, Education House  
178–182 Willis Street  
PO Box 3237  
WELLINGTON 6140  
[tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz)

## **Selection criteria and process**

Expressions of Interest were shortlisted by the TLRI Co-ordination Team using the criteria set out in the Expression of Interest documentation. The TLRI Advisory Board made the final decisions on shortlisting. At the Full Proposal stage, while the selectors take into consideration the recommendations made by the TLRI Co-ordination Team at the Expression of Interest stage, decisions are independent of the TLRI Co-ordination Team. The selectors at the Full Proposal stage will not be involved in submitting a Full Proposal themselves. The Full Proposals will be assessed using the enclosed selection criteria. In making recommendations to the TLRI Advisory Board the selectors will also take into account the aim of the Initiative to “build a cumulative body of knowledge linking teaching and learning”. The TLRI Advisory Board will take these recommendations and make the final decisions about project funding. The overall shortlisting and selection process is subject to independent audit.

As part of the selection process, proposers may be contacted and asked to provide additional information, or to discuss the proposal.

The TLRI Co-ordination Team will negotiate research contracts with the successful applicants. Feedback will be provided to unsuccessful applicants in order to enhance the likelihood of success in a future funding round.





## Key dates

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Closing date for Full Proposals	Friday 23 August 2013
Notification of decisions: successful and unsuccessful proposals	Monday 14 October 2013
TLRI funding commences for 2013 funding recipients	January 2014, or as in contract

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# FULL PROPOSAL

## Cover Sheet

Title of proposal:				
Research focus: (circle option)	ECE	School	Tertiary	Cross
Name(s) of principal investigator:				
Contact person (for notification)				
Contract office and contact name				
Institution(s)/organisation(s):				
Address for correspondence:				
Phone:				
Email:				
Brief description of your project (up to 100 words):				
Application for	<i>For Type I indicate amount <b>each</b> year</i>			
<b>Type I</b>	<b>Category:</b> _____			
<b>Category A</b> (up to \$450) (Max of \$150K in any one year)	<input type="checkbox"/> 2014 \$ _____			
<b>Category B</b> (up to \$200K) (Max of \$100K in any one year)	<input type="checkbox"/> 2015 \$ _____			
	<input type="checkbox"/> 2016 \$ _____ (Type 1 A Only)			
	Total = \$ _____			
<b>Type II</b> (up to \$130K) (Max of \$65K in any one year)	<i>For Type II indicate whether 1 or 2 years and amount <b>each</b> year</i>			
	<input type="checkbox"/> 2014 \$ _____			
	<input type="checkbox"/> 2015 \$ _____			
	Total = \$ _____			
<b>N.B. Figures are <u>exclusive</u> of GST</b>				



# FULL PROPOSAL

## Full Proposal format

Please follow this format for your Full Proposal. The Full Proposal content guidelines document sets out the requirements for the content of each section. It is important that you follow the guidelines in composing your Full Proposal as it will be assessed against the overall aims of the Teaching and Learning Research Initiative (TLRI), its principles, and project priorities, as set out in the TLRI overview document.

### Sections

1. Title of research project
2. Description of proposed project and its context: its strategic value in terms of the TLRI programme
3. Research design and methodology: the project's research value in terms of the TLRI (1–6)
4. Practice value
5. Budget
6. Project timetable
7. Appendix. Project team: curricula vitae
8. Referees.

**Remember to attach a completed cover sheet to each copy of your Full Proposal.**



# FULL PROPOSAL

## Expression of Interest content guidelines

### Introduction

These guidelines should be read in conjunction with the Expression of Interest format document. **Two types** of research projects will be funded, and where the information required is different this is clearly indicated. You will also need to refer to the other documents provided in this information pack.

### Format and presentation of Full Proposal

To assist the selection panel, you must follow the specified format and numbering system. It is acceptable to cross-reference information you feel you may be repeating. A completed cover sheet should be attached. Please use a typeface, point size, line spacing, and layout that are easy to read. A Full Proposal should be 10–15 pages with a maximum of 20 pages (this does not include project team biographies or CVs). Please do not provide any material not required, e.g. booklets, CD-Roms, articles, and so forth.

#### 1. Title of the research project

Please provide a short working title for your research. This should reflect the nature of your project.

#### 2. Description of proposed project and its context: its strategic value in terms of the TLRI programme

The proposal must demonstrate how the project will address Principles One and Two in the overview document and the TLRI strategic priorities of *consolidating and building knowledge* and *identifying and addressing gaps in our knowledge*. The rationale for the proposed project must be explicitly stated and the problem it seeks to address described.

#### 3. Research design and methodology: the project's research value in terms of the TLRI

The proposal must demonstrate how the project is consistent with Principles Three and Four, and how it provides research value (see the overview document). Please be sure that you do all of the following:

## OUTLINE OF RESEARCH DESIGN AND METHODOLOGY

1. **Pose a research question that advances learning in the field and contributes to what is already known.** You need to make a convincing argument that this question is necessary for New Zealand at this point. What else has been written about this field, both in New Zealand and internationally? What is known? Why is this a central question to investigate at this time?
2. **Clearly describe a research design and data-collection methods which follow logically from the questions themselves.** In both Type I and Type II projects you need to provide a clear methodology so that readers are convinced that these methods will provide valid and reliable data and enable you to answer the questions. What types of data do you intend to collect? Why did you select one data collection method over another? How can the selection committee be convinced that your data collection is appropriate for your study?
3. **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).** What will you do with all the data once it is gathered? By what method will you create statistical analyses or qualitative coding systems? Because Type II projects may rely on more innovative methodologies and investigate topics where there is less known, it is very possible that you will not know exactly what you will discover until after you have collected your data. This is to be expected. It needs to be clear, however, that you will have a strategy for dealing with whatever comes up, and that you will be able to make good use of the data in order to answer the questions.
4. **Detail the quality-assurance processes.** Please be clear and specific about how you will ensure that the data you collect will be high quality. You need to describe, for example, the peer-review processes you will use throughout the study. If you have an advisory committee for example you need to identify the members of this group and specify the roles they will play. Or, if you have a critical friend you will also need to specify how this person will be used.
5. **Intentions Poster.** Project teams must include with their proposal an “intentions poster” that provides information on the project aims, partnerships, reasons why the research is important and plans for data collection and analysis. A template has been provided in Appendix Two and an example can be viewed on the website <http://www.tlri.org.nz/sites/default/files/projects/9293-Intentions-Poster.pdf>
6. If the proposal is selected for funding, project teams will update their Intentions Poster as part of their first milestone and this will be loaded on the TLRI website.

## PROJECT TEAM: PEOPLE INVOLVED AND THEIR RESPECTIVE ROLES WITHIN THE PROJECT

7. **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:** Please discuss the rationale for the partnership and why the partnership is the right way for you to find the answers to your research questions. You should also think through your partnership model and be clear and specific about how you're going to be sure that each partner's knowledge is welcomed and each partner learns. In Type I projects, please clarify what you mean by “partnership”: which people will

do which sort of tasks? Why? What kind of training will project members require? Who will supply the training? In Type II projects, you will need to make a convincing argument to show how the thinking of each partner will build and contribute to the data collection and analysis.

You need to include a copy of the written agreement(s) between partners. The nature of the partnership and how it will operate should be transparent to all partners and the selection panel. The selection panel will be looking at the understanding the parties have as to rights, roles, responsibilities, and decision making.

**Type I projects need to have a principal investigator who has experience leading research projects (if co-led at least one of the leaders need to be an experienced researcher).** The panel will be expecting to see a publication record that provides confidence that the principal investigator has demonstrated capability in seeing research projects through to peer reviewed publication. The proposal should demonstrate how opportunities will be provided for developing the expertise of less-experienced researchers. Because the TLRI is charged with building capacity and capability in educational research in New Zealand, the reviewing committee will look to be assured that there are opportunities for the next generation of New Zealand scholars to be mentored through this process. Who will be mentored and what is the process you will use?

**Type II projects will involve a team of researchers and practitioners that is led either by an experienced researcher or an experienced practitioner. If the latter, the team requires an experienced researcher acting as an adviser.** The reviewing committee will be 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.

#### 4. Practice value

The proposal must demonstrate how the project is consistent with Principle Five and the TLRI strategic priorities of having an *impact on practice* and an *impact on learning*. It must illustrate how the research might inform current and future practice, and its potential to provide insights into student learning. It also needs to outline the team's approach to dissemination. Refer to the overview document. The selection panel will be looking for evidence of strategies designed to communicate the findings to teachers and other educators who can use them to make a difference to practice.

The nature and scale of your project will determine both what is possible and what is appropriate. Note: The final output Folio (refer to Appendix One) outlines expectations. These will assist the identification of possible dissemination activities.

#### 5. Budget

Please provide a budget covering as appropriate: salaries/wages; materials; travel and accommodation; other project costs; overhead charges; and other expenses. The budget should be detailed and transparent, and clearly link to the proposed design and project timetable. Where appropriate, explanatory notes should accompany the budget.

Note the TLRI does not intend to fund larger-scale capital items, such as computer equipment, or overseas travel.

If your project is planned to continue beyond one year, you will need to clearly state funding sought for the second year (2015) and, if relevant, third year (2016).

**Note: All funds are GST exclusive**

## 6. Project timetable

The TLRI co-ordination team requires project teams to submit quarterly milestone reports. These are due at the end of March, June, September and December in each year of funding. **Please provide an indicative timetable for your project, including starting and finishing dates and details of key activities you will be reporting on for each milestone.** This can be in the form of a short table or a list that sets out each stage of the project and details key project milestones.

The TLRI recognises the need for project teams to be able to have time for writing the final summary report and final output portfolio. Final output portfolios will be due at the end of the first quarter **31<sup>st</sup> March following the project completion date.** Project teams will be expected to have fully completed all data collection and analysis by the 31<sup>st</sup> December prior.

## 8. Appendix. Project team: curricula vitae

Please provide CVs for the key members of the project team, giving relevant experience, qualifications, recent relevant publications, and research experience. These should be no longer than one page for each team member, so please highlight the most relevant work experience for each, and how this will benefit the intended research.

## 9. Referees

Please provide the names and contact details of two people who can comment on the capability of the project team (researcher and practitioner) to complete the proposed research successfully. It is important that these referees can comment in a professional, work-related capacity.

## **Submission of Full Proposal**

The deadline for submissions is **5 pm Friday 23 August 2013**.

Please supply an **electronic copy** [word doc] of your Expression of Interest to [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz), and four unbound hard copies **to:**

Teaching and Learning Research Initiative

C/- NZCER

Level 10, Education House

178–182 Willis Street

P. O. Box 3237

WELLINGTON 6140

[tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz)





# Full Proposal

## Selection criteria

In assessing a Full Proposal the selection panel will consider the extent to which it clearly sets out the intent of the proposed research project, and how it might contribute to the TLRI.

The selection panel will assess the proposed project in terms of its relevance to the aims, principles, and priorities of the TLRI using the following criteria:

### 1. Strategic relevance

The strategic relevance of the proposed project will be assessed in terms of how it addresses Principles One and Two and the TLRI strategic priorities of *consolidating and building knowledge* and *identifying and addressing gaps in our knowledge*.

### 2. Research relevance

**Type I** projects: research relevance will be assessed in terms of Principle Three and Four and, in the context of the nature and scope of the proposed project, how the (1) research design and methodology; (2) capability of the project team; and (3) partnership model address the research priorities outlined in the overview document.

**Type II** projects: research relevance in terms of Principle Four and, in the context of the nature and scope of the proposed project, how the (1) research design and methodology; (2) capability of the project team; and (3) partnership model address the research priorities outlined in the overview document.

### 3. Practice relevance

Practice relevance will be assessed in terms of consistency of the proposed project with Principle Five, and the extent to which it addresses the practice priorities (*likely impact on practice* and *impact on learning*) that are appropriate to the nature and scope of the proposed project.

# Appendix One

## Final output portfolio

The TLRI uses a portfolio approach for its output and dissemination strategy. This dissemination strategy will support the key TLRI aims of building knowledge and capacity in teaching and learning research.

There are four categories of outputs, with key expectations for each. Grantees can also choose several optional outputs, as suits their individual dissemination plans.

### Administrative

The administrative reports provide information to support the big-picture understanding of each project, and enable the TLRI project monitors to provide useful feedback to project leaders.

- A quarterly progress review is required that includes a project description, research team members and progressive registration of all project publications and conference papers as they are submitted. This can be downloaded from <http://www.tlri.org.nz/tlri-research/administration>
- A revision of the intentions poster is due at the first milestone stage which provides information on the project aims, partnerships, reasons why the research is important and plans for data collection and analysis. This will be placed on the website in a downloadable poster form. You do not need to format this yourself. You need to use a template (refer Appendix Two). A formatted example can be viewed on the TLRI website: <http://www.tlri.org.nz/sites/default/files/projects/9293-Intentions-Poster.pdf>

### TLRI end of project report

The purpose of the TLRI Project Report is to succinctly communicate your research intention, approach, and key findings and their implications for practice. Please ensure you use plain English, avoid jargon and that the text is clear and concise.

#### *Length*

The total length of summary reports, including references and information about the authors, should be 8000 words or less.

#### *Structure*

The report for TLRI projects should include:

- Title: maximum 10 words and should capture the essence of your research-short and catchy is best.
- An introduction: to set the context of the project. This needs to include the background to the research; your questions and why they are important to learning and teaching in New Zealand;

- A succinct description of the research design, methods used and approach to analysis. This section needs to provide sufficient detail so that the reader can have confidence in the findings and conclusions reached;
- Key findings from your research – these should relate to your project's research questions and the intentions of the project.
- Major implications for practice that derive from your findings.
- The limitations of the project;
- A conclusion; and
- A reference list for any citations in the text.

Other elements that may be appropriate are;

- recommendations;
- publications or other research generated by the project.

*You are encouraged to use diagrams and/or photos where appropriate.*

#### *Author information*

TLRI Project Reports should include brief biographical details of the author(s). This essentially describes their position and their research interests, especially as related to the project. A photograph, (good quality jpeg file), may accompany each bio but is optional. If there are a number of authors, photos and bios may be given for the main authors only. The others will be named as contributing authors. Participant partners are also usually named.

## **Practitioner community outputs**

This category supports the aim of TLRI research being used to inform and influence practice.

- A 1-page outcomes poster is required, designed to convey implication of findings for practitioners.
- An article or presentation designed for a practitioner audience for each year of the TLRI funding (these may not be possible in the first year of funding).

## **Research community outputs**

This category supports the aim of building research capacity and knowledge in New Zealand.

- One journal article submitted to a national or international journal for each year of TLRI funding (as with presentations these may not be possible during the first year of funding)
- One conference presentation at a national conference for each year of TLRI funding.(as above, may not be possible during first year in funding)

## **Optional Outputs**

- an article in *set* or other practitioner-based journal<sup>1</sup>
- books or articles that are geared for practitioners.
- the creation and distribution of resources that emerge from the findings. An example of this type of resource can be found at <http://www.tlri.org.nz/tlri-research/research-completed/post-school-sector/teaching-and-learning-supervision-maori-doctoral>  
He Rautaki mo te Akoranga Kairangi - Strategies for Doctoral Studies.
- discussion of findings and their implications with those in the popular media
- creation and maintenance of a project website with content useful to practitioners
- research briefings for policy makers.
- books published by NZCER or other publishers
- additional articles submitted to national or international journals
- additional conference presentations
- articles that focus on methodological issues raised over the course of the research
- networking amongst other TLRI grant recipients in order to share ideas and learn from one another
- creation and maintenance of a project website with content useful to researchers.

***All grantees should remember that in any presentation that uses data or findings that were TLRI funded, the TLRI must be acknowledged.***

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<sup>1</sup> There is a link to the guidelines for submissions to *set* below:  
<http://www.nzcer.org.nz/content/set-writers-guidelines-20081210.pdf>

# Appendix Two

## Intentions Poster Template

### Intentions Poster

- **Title** (*try and keep your title short around 10-12 words long*)
- **TLRI grant holders:** [Key team members and organisation name]
- **Project start date:** [Month, year]
- **Project Finish date:** [Month, year]
- **Project Description** [Approx 50 words]
- **Aims** [Approx 150– 200 words]
- **Why is this research important?** [Approx 50– 100 words]
- **What we plan to do** [Approx 150 words]
  - Data
  - Analysis Plan
- **Our partners:** [Approx 100 words]

#### **Contact details**

Name: [project Leader or contact person]  
Address email and phone detail

#### **Picture**

(This could be of the team)

**[Please note this will be styled as an intentions poster on return to NZCER]**