



# He pūtea tautoko mō te rangahau Māori

## Seeding grants for Māori research

Information and guidelines

August 2016

## Introduction

One of the strategic goals of the Teaching and Learning Research Initiative (TLRI) is to support and strengthen pathways for kaupapa Māori and Māori-focused research projects. To support this goal, the TLRI is inviting applications for seeding grants. The purpose of the seeding grants is to support teams to develop a proposal for the next full TLRI funding round in 2017<sup>1</sup>.

This guide provides information about the seeding grants. More information about the TLRI and the types of projects it funds is available from the following places:

- Appendix 1 of this document
- The TLRI website: [www.tlri.org.nz](http://www.tlri.org.nz) especially the 2016 expression of interest information pack available here: <http://www.tlri.org.nz/apply-funding>

## How can a seeding grant be used?

The grant is to support a Māori-led research team to develop a research proposal that fits the intent of the TLRI, with a clear focus on teaching and learning, a strong research design, and an established researcher/practitioner partnership. The seeding grant could be used by teams for planning and scoping a project, holding hui, building relationships between project partners, getting advice, writing the proposal, and getting peer review (this list is not exhaustive). In your application you need to outline how you would use the funding to support the development of your research project idea. A maximum of \$10,000 will be awarded to any one team. The grant cannot be used to purchase capital items, such as computers or other devices, or for overseas travel.

## Who is eligible to apply for a seeding grant?

Applications for seeding grants need to be led or co-led by a Māori researcher. Proposed projects must be rangahau Māori or kaupapa Māori projects that fit the TLRI aims and principles. 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.

You can apply for a seeding grant if you:

1. have never led or co-led a funded TLRI project<sup>2</sup>

OR

2. have led or co-led a TLRI project that is completed, or will report by March 2017. You must show that you are building research capability and capacity by working with team members who have not led a TLRI project.

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<sup>1</sup> There is a two-stage selection process for TLRI funding. The first stage is an expression of interest (EOI) proposal. Recipients of seeding grants will be expected to submit an EOI proposal to the 2017 funding round (due May 2017). A successful seeding grant does not guarantee that an EOI proposal will be short-listed to Full Proposal.

<sup>2</sup> The 2016 Full Proposal selection overlaps with the seeding grant application period. If you have been shortlisted to submit a Full Proposal in 2016, you may still submit a seeding grant application. However, if your Full Proposal is funded, your seeding grant application will no longer be considered.

An individual can only be named as principal investigator on one seeding grant application.

You **cannot** apply for a seeding grant if you are leading a current TLRI project that reports **after** March 2017.

## How will applications be assessed?

Applications will be assessed by a selection panel comprising researchers with expertise in rangahau Māori and kaupapa Māori research, and research into teaching and learning. The following criteria will be used:

### 1. Strategic value in relation to the TLRI aims and principles

The extent to which the proposed project will address themes of strategic importance to education in Aotearoa New Zealand and address the TLRI principles 1 and 2 (see Appendix 1). The seeding grant application should provide a clear rationale for the project, and consider how the project could impact on teaching and learning practice.

### 2. Expertise of the project team

The extent to which the team named on the seeding grant application has demonstrated:

- capability to undertake a successful TLRI research project as a partnership between researchers and practitioners
- qualifications and experience relevant to the application
- potential to access expertise and knowledge to develop the project.

### 3. Use of the seeding grant

The extent to which the proposed use of the seeding grant is clearly described, appropriate, and will lead to submission of an EOI proposal to the 2017 funding round.

## Key dates

Call for applications	Monday 8 August 2016
Closing date for applications	5pm, Wednesday 28 September 2016
Notification of funding decision	Tuesday 25 October 2016
Contracts signed	November 2016
Milestone report	February 2017
EOI due to 2017 funding round	May 2017

## Submitting your application

The closing date for applications is **5pm, Wednesday 28 September 2016**. The hard copies should be couriered to arrive at NZCER by this time.

An electronic copy should be emailed to [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz) and three hard copies should be couriered to:

Teaching and Learning Research Initiative  
C/- NZCER  
Level 10, Education House  
178–182 Willis Street  
PO Box 3237  
WELLINGTON 6140

## What to include in your application

Please use a typeface, point size, line spacing, and layout that are easy to read. Applications should be a maximum of 5 pages (this does not include project team biographies, reference list, or the cover page). Any information exceeding the page limit may not be considered by the selection panel.

### 1. Cover page

This is supplied as a template to fill in and must accompany all applications.

### 2. Description of proposed project: Its value in relation to the TLRI

The rationale for the proposed project must be given and the problem it seeks to address described. This rationale should have an explicit focus on ako. The potential for the project to inform current and future practice and to provide insights into student learning should be discussed.

### 3. Project team: People involved and their respective roles within the project

All TLRI projects need to be undertaken as partnerships between researchers and practitioners. Please discuss the rationale for the partnership and how you propose to use seeding grant funding to develop and strengthen this partnership.

Please provide biographies for the key members of the project team (those that are known at this point in time), 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 project team member, and how this will benefit the intended research project.

### 4. Use of seeding grant funding

Please describe how you would use the seeding grant funding to develop an EOI proposal for the 2017 funding round.

## 5. Project timetable and budget

Please provide an indicative timetable for the period November 2016 - April 2017, with planned activities for use of the seeding grant funding. This can be in the form of a short table or a list, and can be combined with section 4.

Please provide a budget (maximum \$10,000) covering as appropriate: salaries/wages; materials; travel and accommodation; other project costs; overhead charges; and other expenses. Where appropriate, please provide explanatory notes with the budget. Note the TLRI does not fund larger-scale capital items, such as computer equipment, or overseas travel. All funds are GST exclusive.

### Contractual arrangements

A contract will be 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.

Funding for successful seeding grant applications in 2016 will commence in November 2016, subject to contracts being signed. A first payment will be made on signing of the contract, with a second milestone payment in February, conditional on a short milestone report detailing progress against planned activities.

### Any questions?

You can email the NZCER TLRI team at [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz).

# Appendix 1: TLRI background information

## What is the TLRI?

The TLRI is a government fund for collaborative research about teaching and learning in the early childhood, school and tertiary sectors. It aims to build research capability and to make a difference to teaching and learning in Aotearoa New Zealand. The fund was established by the government in 2003. Each year a two-stage funding round is run, and 6-8 projects are funded.

The desired outcome of the initiative 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.

## 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.

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.

## NZCER's co-ordination role

The Ministry of Education, on behalf of the Advisory Board, has contracted NZCER to co-ordinate and administer the fund. 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.

## Types of projects and levels of funding

There are two types of research project in the annual funding round: **Type I** and **Type II**.

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

There are two categories of Type I project—**A** and **B**.

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

**Category B** are 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 need to explicitly address 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 and by taking account of learning from completed TLRI projects and other relevant New Zealand-based research initiatives.

Type I research projects need 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 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).

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

Type II projects are 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 practitioners are exploring new ideas together as “thought partners”, possibly examining uncharted territory. Projects are to be constructed in a way that explicitly draws on the questions of the whole project team and focused not on practitioners 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 practitioners 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.

# TLRI 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 Aotearoa New Zealand.

### Principle Two

The TLRI research projects will build upon New Zealand-based research evidence, draw on related international research, and may 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. Projects can focus on teaching and learning in informal settings as well as in early childhood centres, schools, and tertiary institutions.

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. Secondary analysis of existing datasets is encouraged as a component of a TLRI project.
- *Identify and address gaps in our knowledge.* Questions need to be posed that will increase our knowledge and understanding about key educational issues within Aotearoa 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.

### 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.

### Principle Four

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

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)
- detail the processes for ethics and quality assurance
- 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.

### 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.

### 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.