



TEACHING & LEARNING  
RESEARCH INITIATIVE

NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU

# The TLRI Symposium

Kia piki ngā putanga ako mō te akonga Māori,  
Māori roto i te ako – Achieving substantive change  
in Māori learner outcomes through AKO.



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## AGENDA

- Introduction to TLRI aims and objectives. Presented by Dr Jessica Hutchings.
- Understanding the pedagogy of school-based marae. TLRI funded project. Presented Dr Jenny Lee.
- 10.30 Morning tea.
- TLRI Kaupapa Māori RfP. What is specifically being called for?
- 12.30 close.



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The TLRI undertakes research that has the potential to impact on practice in ways that supports learning.



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## **It supports learning by**

- Building a cumulative body of knowledge linking teaching and learning;
- Enhancing the links between educational research and teaching practices, and researchers and teachers, across early childhood, school and tertiary sectors; and
- Growing research capability and capacity in the areas of teaching and learning.



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## TLRI RESEARCH

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Assoc. Professor  
Deborah Fraser

Understanding the  
pedagogy of school-  
based marae: A  
culturally responsive

## Teaching and Learning Research Initiative (TLRI)

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The Teaching and Learning Research Initiative seeks to enhance the links between educational research and teaching practices to improve outcomes for learners. The fund was established by the government in 2003.

The 2012 TLRI funding round is now open. The Expressions of interest (EOI) stage runs from 1 March until 9 May 2012.



## Recent news articles

### TLRI to issue a request for proposals (RFP)

*TLRI Programme Director Robyn Baker explains the decision to introduce an RFP process for some TLRI Funding*

This year we are introducing a new strand to the TLRI in the form of a request for proposals (RFP).

We are doing this after a two-year review process. We commissioned in-depth reviews of TLRI work in the early childhood and tertiary sectors, each exploring the contribution the TLRI has made to teaching and learning. In each case symposiums were held to discuss and build on the review papers.



### Spotlight on tertiary years TLRI Research

On 22 November we held a symposium to explore what we have learnt about teaching and learning in the tertiary sector through the collective work of the TLRI. The aim was to look at the knowledge that has been generated, how it has been used and where the gaps and next priorities lie.

### Featured news

Advice for TLRI  
funding applications



### Quick links

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## The TLRI is

- A government fund;
- Governed by an Advisory Board;
- Co-ordinated by NZCER, on contract to the Ministry of Education.



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- Establishment phase 2003–2008;
- Consolidation phase 2008–2012;
- 2013 → A series of initiatives designed to strengthen the overall TLRI program. One priority: kaupapa Māori RfP– ‘Kia piki ngā putanga ako mō te akonga Māori, Māori roto i te ako – Achieving substantive change in Māori learner outcomes.



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## **TLRI Phase Two**





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A more explicit focus on:

- Supporting a variety of partnership models with a continued valuing of the expertise and ongoing learning of all involved;
- Encouraging project teams to focus more explicitly on *impact on practice and impact on learning* (in design and dissemination);



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- Encouraging project teams to describe their research design, methodology, and approach to analysis in a more convincing way;
- Ensuring that less experienced researchers are explicitly supported to develop their expertise so in time they can be principal investigators; and



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- Ensuring that over time the TLRI projects build a cumulative body of knowledge linking teaching and learning.



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NGĀ PĀE O TE MĀRAMATANGA

## He Rautaki mo te Akoranga Kairangi

### 1. The nature of doctoral supervision

Dr Elizabeth McKinley and Dr Barbara Grant

## Our place: Being curious at Te Papa

Jeanette Clarkin-Phillips, Margaret Carr, Vanessa Paki

## Arts e-learning and the online specialist teacher: Increasing opportunities for quality student outcomes

### Project description

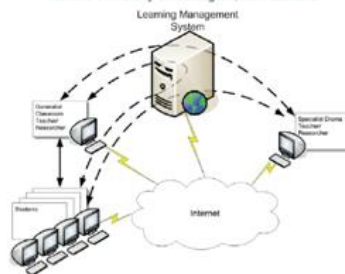
The project researched the potential of an arts (dance and drama) e-learning environment to provide quality arts teaching and produce successful learning outcomes for students. It involved the implementation of an innovative, web-based programme that makes possible the expertise of dance and drama specialists online in years 6, 7, and 8 classrooms where such expertise would not normally otherwise be available.

A project team comprised researchers/specialist practitioners and classroom teachers in documenting the changing process of multiple implementations of the programme and producing insights into the potential ongoing viability of such models to make a positive difference to students' arts learning opportunities.

**Objectives:**  
To gain an understanding of the potential of an arts e-learning environment to provide quality primary dance/drama teaching and produce successful learning outcomes for students.

To identify how involvement in a dance/drama e-learning environment impacts on upper primary students' arts learning experiences.

Delia Baskerville, Jan Bolwell and Jan Bolton  
Victoria University of Wellington, New Zealand



### Implications

This model reflects many of the characteristics identified in 2007 by Timperley et al's effective professional learning and development. For instance, scaffolded, self-explanatory and well-planned, well-resourced teaching activities provided opportunities for:

- the provision of knowledgeable expertise to support teacher learning
- the integration of theory and practice
- teachers to track student progress
- visible pedagogical content knowledge and skills to assist students to action the desired learning outcomes
- teachers and students to use prior knowledge
- students to work independently at their own pace
- improved rates and quality of task completion
- collegial online professional learning conversations.

The eDance model suited the independent nature of the classes and afforded ongoing arts learning opportunities to varying group sizes. Formally allocated, whole-class time is required for the implementation of this model.

The eDrama model offers drama learning concurrently with other desirable learning, for

Jan Bolton and Dr Joanna Higgins



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NGĀ PĀE O TE MĀRAMATANGA

## He Rautaki mo te Akoranga Kairangi

### 5. Getting cultural advice for your research

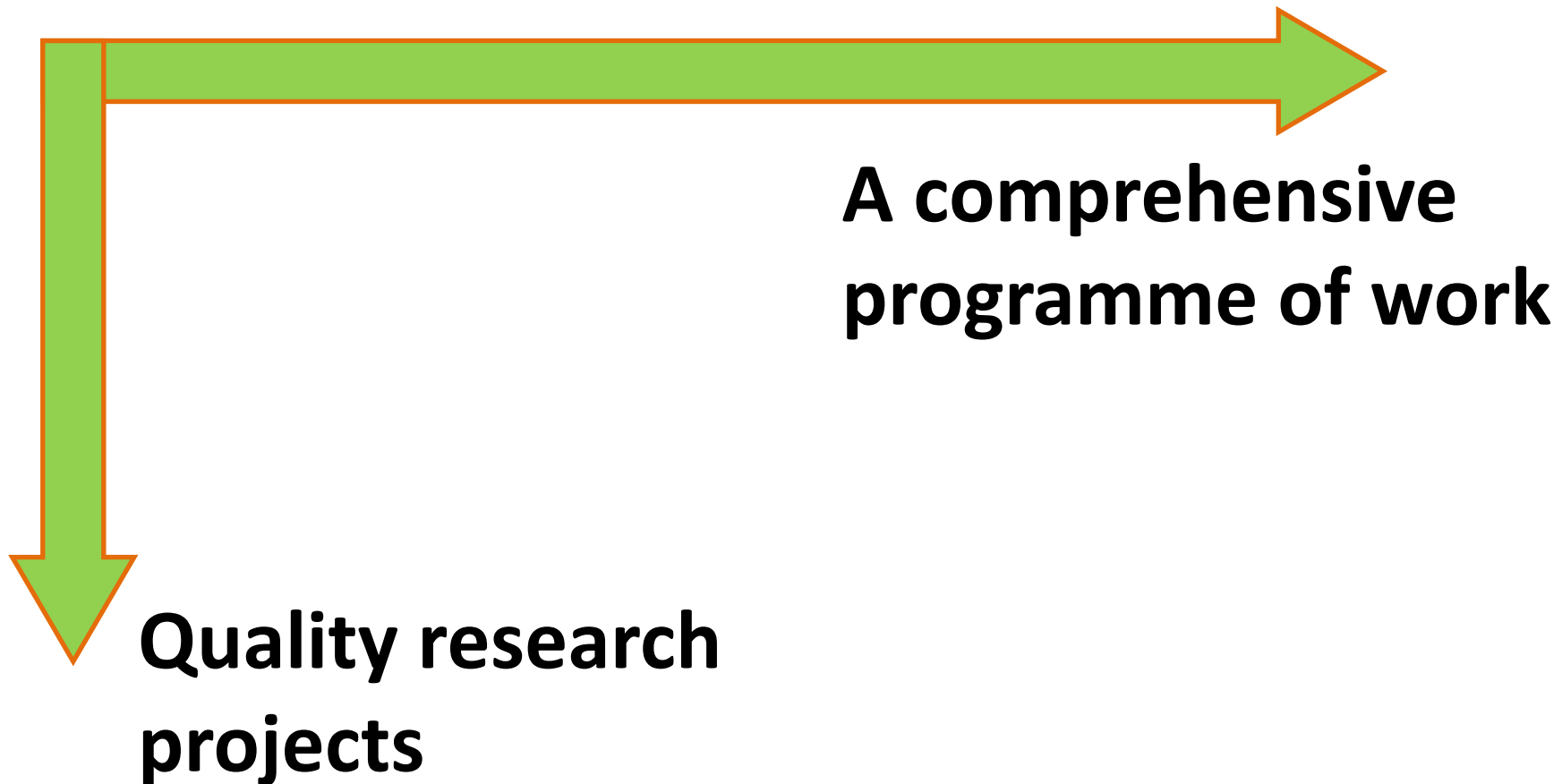
Dr Elizabeth McKinley and Dr Barbara Grant



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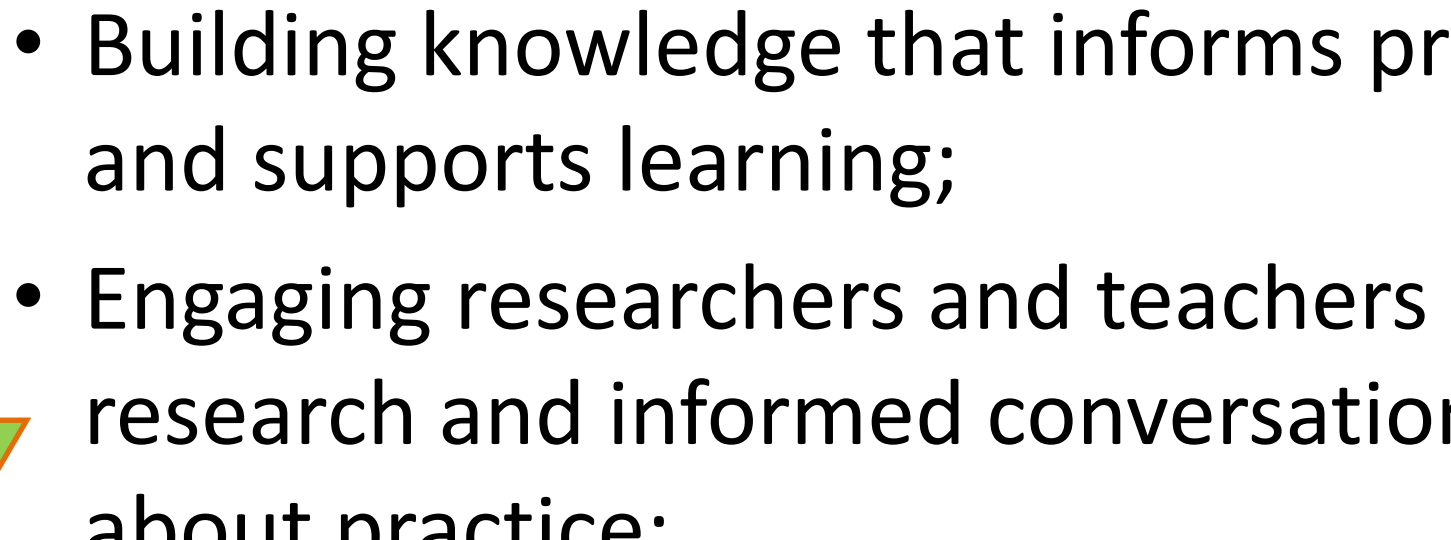
**The TLRI: addressing its aims through:**





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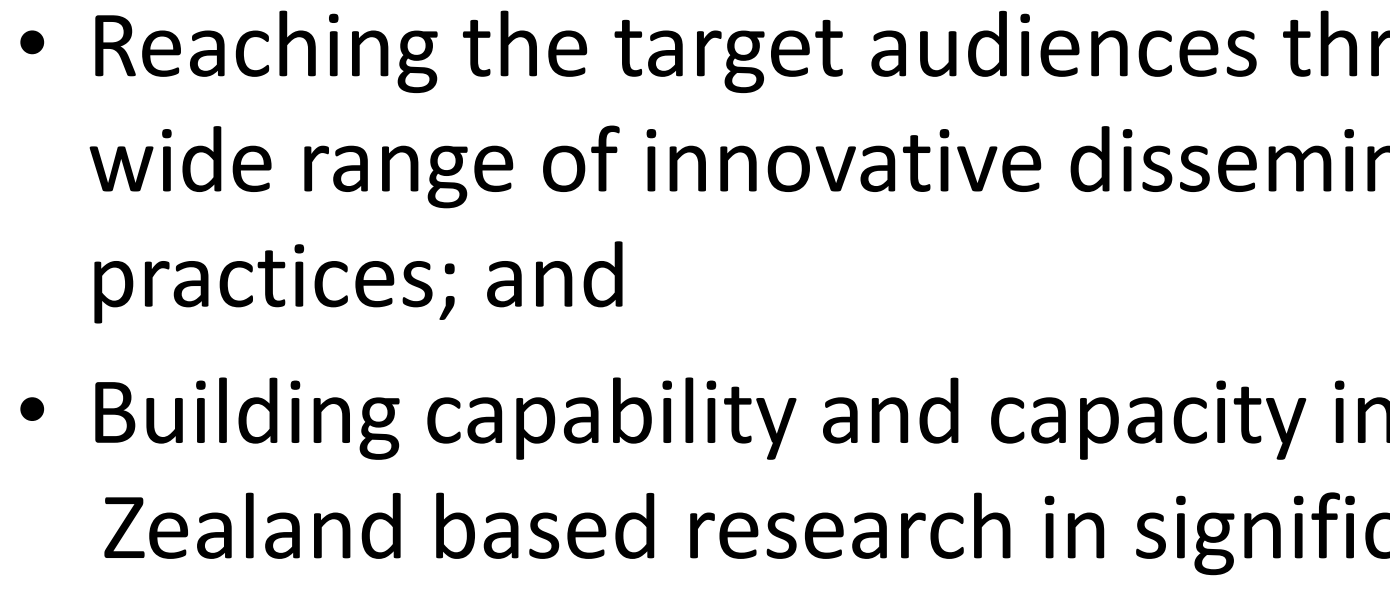
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- 
- Building knowledge that informs practice and supports learning;
  - Engaging researchers and teachers in research and informed conversations about practice;



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- 
- Reaching the target audiences through a wide range of innovative dissemination practices; and
  - Building capability and capacity in New Zealand based research in significant areas of teaching and learning.



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NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU

Understanding the pedagogy of school-based marae: A culturally responsive learning context in secondary schools.

Project Leader: Jenny Lee

TLRI funded 1 January 2010-30 December 2011





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The TLRI RFP process is designed to give a specific focus on:

- Persistent issues or challenges of practice in teaching and learning (*explicitly* addressing the TLRI strategic priorities);
- Seeking to fund a kaupapa Māori research project designed to support educational outcomes for Māori learners across learning environments. Up to \$300k (GST Exclusive)



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- ***Kia piki ngā putanga ako mō te akonga Māori, Māori roto i te ako - Te Pūtake***
- Kaupapa Māori research project that seeks to achieve a substantive and sustainable change in Māori learner outcomes
- Māori learner outcomes as situated within the wider context of whānau wellbeing.



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***Kia piki ngā putanga ako mō te akonga  
Māori, Māori roto i te ako***

- Māori learner outcomes are broader than standard educational measures, include a wellbeing focus
- Well-being needs to relate to one or more of the 5 kaupapa listed in the RfP (pg 2)



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***Kia piki ngā putanga ako mō te akonga Māori, Māori roto i te ako***

- **rangatiratanga**—strengthening Māori learner outcomes through governance and leadership
- **ako**—enhancing Māori student learning experiences through Māori teacher pedagogy
- **oranga**—lifting Māori learner and whānau wellbeing
- **whanaungatanga**—school, community, mana whenua and whānau relationships that enhance Māori learner and whānau wellbeing
- **aromatawai**—contributing to kaupapa Māori assessment that enhances Māori learner and whānau wellbeing.



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***Kia piki ngā putanga ako mō te akonga Māori, Māori  
roto i te ako***

The project must do three things:

- 1. trial** an innovative element or approach that affirms or challenges existing knowledge—or does both
- 2. measure the impact** of the initiative, paying particular regard to the desired change
- 3. involve collaboration** between kaupapa Māori researchers and Māori education practitioners.



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Ideally the project will also:

- broaden current understandings of success and wellbeing for Māori learners and their whānau
- actively build on the collective body of knowledge generated by the TLRI and other kaupapa Māori educational research as appropriate
- demonstrate that the kaupapa Māori research design and approach has a high likelihood of success (particularly with regard to the sustainability of the proposed intervention)
- be broadly applicable, with potential scalability to the learning environment that is the focus of the study.



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## ***Kia piki ngā putanga ako mō te akonga Māori, Māori roto i te ako***

- This RfP will be assessed by the TLRI Kaupapa Māori Committee.

The assessment panel will assess the proposed project in terms of addressing the specifications of the RfP, *Kia piki ngā putanga ako mō te akonga Māori, Māori roto i te ako* and its relevance to the aims, principles, and priorities of the TLRI using the following criteria:

1. Strategic relevance
2. Research relevance
3. Practice relevance





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***Kia piki ngā putanga ako mō te akonga  
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How to apply:

- See website for details of how to apply
- One step process with no EOI stage
- No Type 1 or Type 2 projects
- Straight to full proposal
- Closing date for full proposals 5pm Friday 23 August

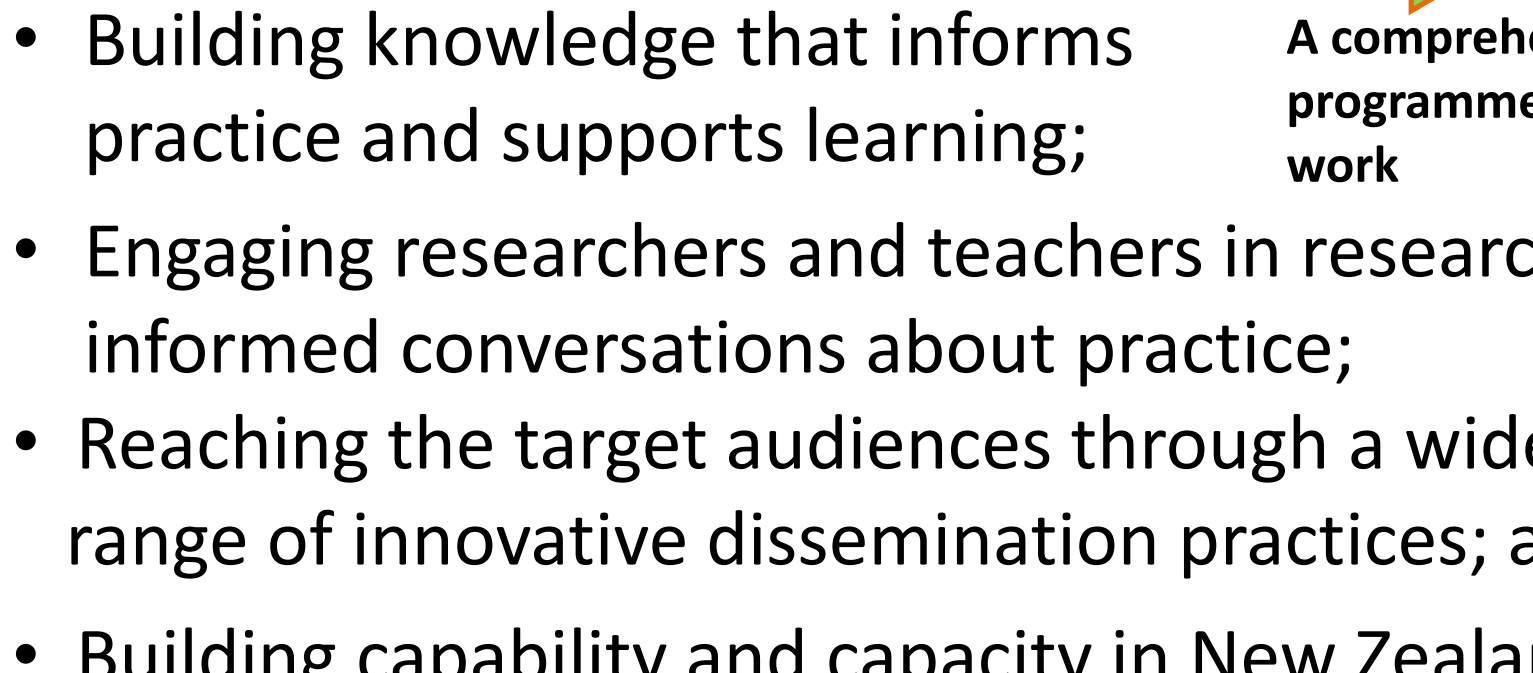




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## The TLRI: addressing its aims through:

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A comprehensive  
programme of  
work

Quality  
Research  
projects



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***Kia piki ngā putanga ako mō te akonga  
Māori, Māori roto i te ako***

- For further information on the Kaupapa Māori RfP please see:
- [www.tlri.org.nz](http://www.tlri.org.nz) or contact  
Jessica.Hutchings@nzcer.org.nz