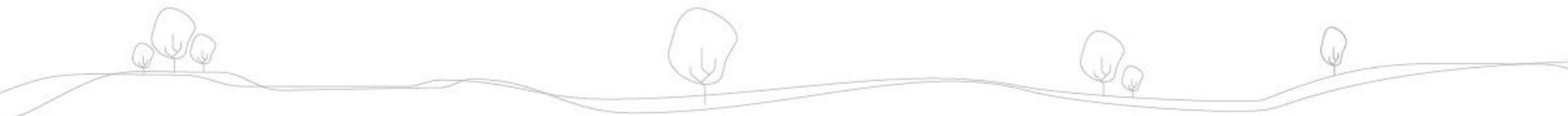




TEACHING & LEARNING  
RESEARCH INITIATIVE  
NĀU I WHATU TE KĀKAHU, HE TĀNIKO TAKU

# Considering and preparing an Expression of Interest

2016



# What this presentation covers

- Overview of the TLRI
- Things to think about and include when preparing an Expression of Interest

- Grew out of a Ministry of Education desire in 2002 to build knowledge about teaching and learning
- NZCER contracted to coordinate and lead the programme
- ECE, schooling, tertiary, cross sector
- First projects began in 2004
- 131 funded projects so far
- Projects 1-3 years (\$65K-\$450K). Type I and Type II projects
- Highly competitive – two-stage selection process
- Partnerships between researchers and practitioners

# Three aims

1. Build a cumulative body of knowledge linking teaching and learning.
2. Enhance the links between educational research and teaching practices - and researchers and teachers - across early childhood, school, and tertiary sectors.
3. Grow research capability and capacity in the areas of teaching and learning.

# NZCER's role

- Leadership
- Operational implementation
- Build awareness of the programme
- Create opportunities for building research capability

# The TLRI Advisory Board

- Convened by the Ministry of Education
- Provides strategic leadership
- Makes final decisions about project funding recommendation

# Selection process

## 1. EoI – NZCER based TLRI team

*Recommendation to Advisory Board*

## 2. Full Proposals – team of leading researchers external to NZCER

*Recommendation to Advisory Board*

# TLRI project types: Type I (A or B)

Building knowledge about teaching and learning

Clear research design, questions grounded in the literature

Funding for up to three years

Led by experienced Principal Investigator

Needs to explicitly demonstrate mentoring of less experienced researcher(s)

# TLRI project types: Type II (C)

Smaller scale

Exploratory studies

Innovative

Focus on questions where both researchers and practitioners exploring new ideas together

Funding for up to two years

Led by researcher or practitioner

# Partnerships

- Needs to be in place for the EoI application
- What is the rationale for the partnership?
- How is the partnership guiding the questions?
- Not practitioners as research ‘subjects’
- Collective expertise - research leadership from researchers; practice leadership from teachers
- Role and workload of different partners should be reflected in the budget (required at Full Proposal stage only)

# TLRI principles

Underneath the aims sit five principles that address the strategic value research value and the practice value

*These form the basis for the criteria for selection. See the Eol information pack.*

## **Strategic Value** Ngā hua rautaki

**Principle 1:** The research projects within the TLRI will address themes of strategic importance to education in New Zealand.

## **Strategic Value** Ngā hua rautaki

**Principle 2:** the TLRI research projects will build upon New Zealand-based research evidence, draw on related international research, and be forward looking.

- Why does your question matter?
- How could you make a convincing case that your proposed work is of strategic value to New Zealand?
- What evidence tells us that this is indeed a problem, challenge, opportunity, or important new question?
- How might you demonstrate that your proposed project is forward looking?
- How will you build on an existing knowledge base?

## **Research Value** Ngā hua rangahau

**Principle 3:** The TLRI research projects will be designed to enable substantive and robust findings.

## **Research Value** Ngā hua rangahau

**Principle 4:** The research projects within the TLRI will be undertaken as a partnership between researchers and practitioners.

- How will you convince the panel that your data collection methods and approach to analysis will address the research questions and enable substantive and robust findings?
- Are your data collection plans appropriate for the scale of the project?
- How will you support less experienced researchers?
- Are you clear about the roles and responsibilities of all members of the team?
- What ethical issues do you need to be thinking about? How will you ensure the research is of high quality?

## **Practice Value** Ngä hua ritenga

**Principle 5:** 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.

- What types of research-practice links do you aim to build?
- Why might such links matter and for whom?
- What potential does your project have for practical application?
- How could your project lead to improvements in outcomes for learners within the project and beyond?
- What thought have you given to dissemination strategies for practitioner and researcher communities?

# So, in summary

- Begin by thinking of the TLRI and what it is valuing in terms of strategy, research and practice. Then ask, in your context of interest
  - What do we think will add the most value in terms of the aims, principles and priorities of the TLRI?
- 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
- Give consideration to how the research has the potential to impact on practice
- Ask someone to review your draft proposal against the EoI guidelines
  - Ask “Have we provided all the necessary information?”
  - Ask “How *well* have we addressed each section?”

# What's unlikely to work for you

- Wrapping the TLRI around that pet piece of research you always wanted to do but couldn't get funded (unless of course it does already fit with the fund's strategic intent)
- Contacting possible partners so late in the day that you can only give an “in principle” indication of their likely support

# Resources from the TLRI website ([www.tlri.org.nz](http://www.tlri.org.nz))

- Eol information pack available from 1 March 2016
- All completed research reports and summaries of research in progress are posted under 'TLRI Research'. These also form an appendix to the Eol Information Pack.
- Syntheses of research completed in all three sectors, with accompanying discussion papers
- Discussion papers
- Project Plus series

# Where to get more information

[www.tlri.org.nz](http://www.tlri.org.nz)

Important dates

- ❑ Call for EoI Tuesday 1 March 2016
- ❑ Closing date for EoI Thursday 5 May 2016

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