



# Puka Tono | Full Proposal

Ngā mōhiotanga me ngā aratohu |  
Information and guidance

2022



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4 May 2022

Tēnā koe,

Thank you for your interest in the Teaching and Learning Research Initiative: Nāu i Whatu te Kākahu, He Tāniko Tāku. Full Proposal applications are due by 5pm on Thursday 25 August 2022.

The TLRI was established by the government in 2003 and 172 projects have been funded since then. The annual funding is \$1,555,556 (excluding GST). The 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 TLRI has two pathways, the Open pathway and Whatua Tū Aka, the kaupapa Māori pathway.

- For the Open pathway, Full Proposal applications will be invited from researchers whose applications are shortlisted at the Expression of Interest (EOI) stage. Those who are shortlisted will be advised of this on 23 June.
- For the Whatua Tū Aka pathway, Full Proposal applications are invited from researchers seeking to conduct kaupapa Māori educational research.

This document describes how the fund operates and tells you how to submit a Full Proposal for either pathway. Full Proposals are due by Thursday 25 August 2022. Applicants must use the template for the pathway that they are applying for. Open pathway applicants whose proposals are shortlisted at the EOI stage will be emailed the relevant template. The Full Proposal template for Whatua Tū Aka is available for download as a Word document here: <http://www.tlri.org.nz/apply-funding>.

You can find out more about the TLRI and the projects it has funded here: <http://www.tlri.org.nz/tlri-research>

If you have a question about the TLRI generally or the Full Proposal application process for the Open pathway, please email [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz), or phone Esther Smaill on (04) 802 1457. If you have a question about the Full Proposal application process for Whatua Tū Aka, please email or phone Sheridan McKinley, [sheridan.mckinley@nzcer.org.nz](mailto:sheridan.mckinley@nzcer.org.nz) or (04) 802 1621.

Nāku noa, nā

Esther Smaill and Heleen Visser  
TLRI Project Leaders



## 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 practitioners and researchers. Practitioners may include, but are not limited to: teachers and kaiako in kindergartens, early childhood centres, kōhanga reo, and Pacific language nests; teachers in kura, primary, intermediate, and secondary schools; and lecturers and tutors working in universities, wānanga, polytechnics, and private training establishments. Students and ākonga; families and whānau; hapū, iwi and communities may also be part of the partnership.

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 advisors, 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., universities or other tertiary institutions) or 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.

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

Since 2020 there have been two pathways to funding. The first pathway, the Open pathway, is open to proposals from all contexts and settings that meet the criteria. The second pathway, Whatua Tū Aka, was established in 2020 and is for projects that meet the criteria for a kaupapa Māori project. The criteria for each pathway are described later in this document.

This year, the TLRI introduced a set of Pacific criteria for Pacific-focused Open pathway applications. At the EOI stage, researchers indicated if they wanted to have their proposals assessed against the new Pacific criteria.

The TLRI encourages 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). **Proposals requesting the maximum level of TLRI funding must make a strong case that this level of funding is required to answer the research question(s) and enable substantive and robust findings.**

Projects will be funded for 1, 2, or 3 years. The amount requested may be different for each year.<sup>1</sup> If your project is to continue beyond 2023, 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.

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

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., 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.

## 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.

At any one time, a person can be named as principal investigator for only one TLRI project unless otherwise negotiated with the TLRI team.

## Funding period

Funding for the successful projects in 2022 will commence on 1 January 2023, 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.<sup>2</sup> 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 quarterly or 6-monthly progress reports. Specific requirements will be stipulated in the contract. Milestone reports are due at the end of March and September in each year of funding for projects of 2 or more years, and at the end of March, June, September, and December for projects of 1-year duration. Project teams will be expected to have fully completed all data collection and analysis by the end of December in the final full year of funding. The TLRI recognises the need for project teams to have time for writing the final End of Project report and final output portfolio. Final output portfolios will be due at the end of the quarter following the project completion date (i.e. usually 31 March).

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<sup>2</sup> An exception is made when the NZARE conference is held in Australia or the Pacific.

## 2. Te whakahaere me te whakariterite i te TLRI

## 2. Management and co-ordination of the TLRI

### 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). The current Advisory Board is listed [here](#).

### Te tūrangā whakariterite o NZCER | NZCER's co-ordination role

NZCER co-ordinates and administers the fund on contract to the Ministry of Education. NZCER's role 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 hātepe whiriwhiri | Selection process

Full Proposals are assessed by a selection panel using the criteria set out in this document (and repeated in the relevant template for each pathway). Each pathway has its own panel. The selection panels comprise leading researchers external to NZCER. 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.

The selection panels make a recommendation to the TLRI Advisory Board who make the final decision about project funding. Feedback will be provided to all applicants. The process is subject to independent audit.

### Ngā whakaritenga pira, whakatakoto take hoki | Appeals and complaints procedure

It is important that the administration and selection processes for the TLRI are 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 is invoked in situations where an organisation or individual has reason to believe that they have not been appropriately or fairly treated, or that NZCER has not acted properly in its role as coordinator.

The full appeals and complaints policy and procedure can be requested by emailing [tli@nzcer.org.nz](mailto:tli@nzcer.org.nz), or is available on the website.

### 3. Te tuku mai i tētahi Puka Tono: Huarahi Tuwhera

### 3. Submitting a Full Proposal: Open Pathway

Use this section if you are applying for the Open pathway. If you are applying for Whatua Tū Aka, the kaupapa Māori pathway, use the guidance on pp. 10–19.

#### Te hōputu me te whakaaturanga mai o tētahi Puka Tono | Format and presentation of a Full Proposal

There are two templates for the Open pathway:

- The Open pathway template
- The Pacific-focused Open pathway template.

Full Proposals must use the relevant template for the TLRI Open pathway. Applications not using the relevant 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 five sections to complete:

- A cover page which includes the project budget and timeline
- Description of proposed project and its context: strategic and practice value
- Research design: research value
- Partnership, and project team: research value
- An appendix with project-team biographies, and partnership agreements.

*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 Full Proposal should demonstrate how the project will address principles 1, 2, and 5 of the TLRI.

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

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

**Principle 5:** TLRI research projects will recognise the central role of teachers and students in learning, and the importance of the work being useful in practice.

Full Proposals should:

- state your research question(s) and make a convincing argument that the question(s) is (are) important for Aotearoa New Zealand education at this time. Questions need to be posed that will increase our knowledge and understanding about key educational issues, particularly in relation to the TLRI's 2022 priority areas (research on topics of strategic importance within the early childhood education (ECE) and/or compulsory school sectors; research that supports success for Māori learners as Māori in any sector; research that supports success for Pacific learners in any sector). Proposals need to show how new knowledge about teaching and learning would be created to complement, and address gaps in, existing knowledge.

- 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 peoples? Is there meaningful engagement with whānau and communities? Does the research 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. The proposal must demonstrate potential for practical application and indicate how it could lead to improvements in outcomes for learners. Projects that focus on teachers' learning should still consider the potential impact on students' learning.
- outline the team's approach to dissemination. The nature and scale of your project will determine both what is possible and what is appropriate.<sup>3</sup>

## Research design: research value

This section of the Full Proposal should demonstrate how the project will address principle 3 of the TLRI.

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

Full Proposals should describe:

- the overall research design and data collection methods, including the types of data you intend to collect and how these will be collected. The TLRI encourages proposals from 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. There should be a clear focus on, and measure of, learner outcomes.
- how you will manage and analyse the data you collect, and how the data will enable you to answer your research questions.
- ethical and quality assurance processes. Please be clear and specific about key ethical issues you will need to consider and how these will be managed. It is not sufficient to refer only to writing an ethics application for an institutional committee. Please also specify your quality-assurance processes (for example, the peer-review processes you will use throughout the study). If you have an advisory committee, you need to identify the members of this group, specify the roles they will play, and allocate resource in the project budget. Or, if you have a critical friend you will need to specify how this person will support you throughout the project.

## Partnership and project team: research value

This section of the Full Proposal should demonstrate how the project will address principles 4 and 5 of the TLRI.

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

**Principle 5:** TLRI research projects will recognise the central role of teachers and students in learning, and the importance of the work being useful in practice.

Projects need to be designed as partnerships where the collective knowledge of researchers and practitioners is applied to problems in practice. At this Full Proposal stage the partnership needs to be fully established. You may wish to include a partnership agreement or communication with your partners in an appendix to demonstrate this. However, a formal partnership agreement is not a requirement if the proposal itself shows sufficient evidence of partnership.

<sup>3</sup> The Project Output Portfolio (available [here](#)) outlines TLRI expectations for dissemination of research findings.

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. Projects are usually led by a principal investigator who has experience leading research projects. 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. Please note that postgraduate students can be on project teams, but the TLRI cannot directly fund PhD or Master's study.

Full Proposals should:

- describe the nature of your partnership, including name(s) of partner organisations and practitioners.
- discuss the rationale for the partnership and why the partnership is the right way for you to find the answers to your research questions.
- list all team members and describe their role in the project. Please include a short biography of each team member highlighting relevant experience and qualifications. These can be included as an appendix.
- demonstrate how opportunities will be provided for building the capability of researchers in the team. This may include mentoring of a less experienced researcher, or discussion of how all team members will develop capability through their involvement in the project.

## Ngā paearu mō te whiriwhiri | Criteria for selection

There are two sets of criteria for the Open pathway:

- The Open pathway criteria
- The Pacific-focused Open pathway criteria

These criteria are presented below.

## Ngā paearu huarahi Tuwhera | Open pathway criteria

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

These criteria assess the extent to which:

- The project addresses an area of strategic importance to education in Aotearoa New Zealand.
- The proposal provides a clear rationale for the project and the problem it seeks to address.
- The project has the potential to inform teacher practice, have a positive impact on learning, and lead to improvements in outcomes for learners.
- The proposal poses a research question(s) that will increase knowledge and is (are) appropriate for the proposed scope and design of the project.
- The proposal outlines a dissemination plan that will enable the project findings to have application and impact beyond the research partnership.

## Te hua rangahau | Research value

These criteria assess the extent to which:

- The research design, data collection methods, and approach to analysis will address the research question(s) and enable substantive and robust findings.
- Appropriate quality assurance processes are described.
- Potential ethical issues are identified and given appropriate consideration.
- The partnership in place has a clear rationale and is consistent with the intent of the TLRI.
- The project team is led by a principal investigator(s) with relevant experience in leading similar research projects and includes members with appropriate research and practice experience.
- Opportunities are provided to build research capability within the team.

## Ngā paearu huarahi Tuwhera anga ki te Moana-nui-a-Kiwa | Pacific-focused Open pathway criteria

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

These criteria assess the extent to which:

- The project addresses an area of strategic importance to Pacific education in Aotearoa New Zealand. For example, as described in relevant national policy documents.
- The proposal provides a clear rationale for the project and articulates how the study will contribute to enhancing Pacific outcomes as conceived by relevant stakeholders.
- The project has the potential to inform teacher practice, have a positive impact on learning, and lead to improvements in outcomes for Pacific learners and their communities.
- The proposal poses a research question(s) that will grow Pacific education knowledge systems and is (are) appropriate for the proposed scope and design of the project.
- The proposal outlines a dissemination plan that will enable the project findings to have application and impact beyond the research partnership.

## Te hua rangahau | Research value

These criteria assess the extent to which:

- The research design, data collection methods and approach to analysis are underpinned by Pacific research principles and values and will address the research question(s) and enable substantive and robust findings.
- Quality assurance processes are embedded in the design and include, where appropriate, consultation with cultural knowledge holders, practitioners, and advisors.
- Potential ethical issues are identified and given appropriate consideration in ways that uphold the integrity of Pacific research.
- The reciprocal partnership in place has a clear rationale and is consistent with the intent of the TLRI and Pacific values.

- The project team is led by a principal investigator(s) with relevant experience in leading similar research projects and includes members with appropriate research and practice experience.
- Opportunities are provided to build Pacific researcher, research capacity and capability within the team.

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

The TLRI invites applications in English or te reo Māori.

### Ngā rā matua | Key dates

Closing date for Full Proposals	5pm, Thursday 25 August 2022
Notification of funding decision	Thursday 20 October 2022
TLRI funding commences for 2022 funding recipients	January 2023, or as in contract

### Te tāpae mai i tō tono | Submitting your proposal

The closing date for receipt of submissions of Full Proposals is **5pm**, Thursday 25 August 2022. No hard copies are required. Please email an electronic copy to [ttri@nzcer.org.nz](mailto:ttri@nzcer.org.nz).

## 4. Te tuku mai i tētahi Puka Tono: Whatua Tū Aka

## 4. Submitting a Full Proposal: Whatua Tū Aka

**Whakakia tēnei wāhanga mehemea e tono ana koe mō Whatua Tū Aka, arā, te huarahi kaupapa Māori. Mehemea e tono ana koe i te huarahi tuwhera, whakakīngia te pepa ārahi i ngā whārangi 5–9. E wātea ana tēnei wāhanga ki te reo Ingarihi me te reo Māori.**

### **Te hōputu me te whakaaturanga mai o tētahi Puka Tono**

Mō tō Puka Tono me whakamahi i tēnei tauira mō Whatua Tū Aka, arā, e tāpaetia atu nei: <http://www.tlri.org.nz/apply-funding>. Ki te kore koe e whakamahi i tēnei tauira e kore tō tono e whakaaetia. Ko te nui o ngā whārangi mō ia wāhanga kei te tauira nei. Mehemea kua nui atu ngā mōhiohio i ngā whārangi kua whakaritea e kore e whakaaetia e te pae whakawā.

E whā ngā wāhanga hei whakaoti:

- He whārangi uhi o mua kei reira te mahere pūtea me te rārangi wā
- Te wāhanga tuatahi: e aro ana ki ngā mātāpono matua o te kaupapa Māori, me te rangatiratanga
- Te wāhanga tuarua: e aro ana ki te whanaungatanga, ki te ako, me te mana
- He tāpiritanga kei reira ngā haurongo tira kaupapa, me ngā whakaaturanga tautoko mai i tō hapori whai pānga (hei tauira, te kōhanga reo, te kura, te whānau, te iwi).

*Kia mārāma koe, i a koe e whakakī ana i te whārangi o mua, ka uia koe mō tō wātea ki te tūtakitaki, mā te Zoom, ki te pae whiriwhiri Puka Tono.*

*Pānuitia ngā tohutohu e whai ake nei, e hāngai ana ki ngā mōhiohio kei tōna tauira.*

E rima ngā mātāpono e whakaruruhau ana i Whatua Tū Aka: Ko te Kaupapa Māori, Rangatiratanga, Whanaungatanga, Ako me te Mana<sup>4</sup>. Kia kitea nuitia ēnei ariā tūhonohono me te taupuhipuhi puta noa i tō tono.

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<sup>4</sup> In the descriptions of these principles we drew particularly on [www.rangahau.co.nz](http://www.rangahau.co.nz)

Ka noho mai ko te **Kaupapa Māori** hei mātāpono tāhuhu mō Whatua Tū Aka. Ka taunakitia a Kaupapa Māori i te mana o te reo, ngā tikanga me te mātauranga Māori. Me aronui tō kaupapa rangahau ki tētahi aronga Kaupapa Māori mai i te tirohanga Māori hoki e whakaputa ai he hua mō ngā wheako a te Māori i roto i te mātauranga. Ko ngā tono rangahau mō te Māori, mā te Māori, nā te Māori. E akiaki ana a TLRI kia whakaputa koutou i ngā tūmomo āhuatanga e whakaatu ana i te kaupapa Māori pērā i ngā āhuatanga ā-whānau, ā-kura, ā-hapori, ā-hapū, ā-iwi.

Kōrero mai mō tō kaupapa:

- He aha te kaupapa, he aha hoki i nui ai te kaupapa?
- I ahu mai i hea, e ahu ana ki hea?
- Ko wai te hunga ka whai hua i tēnei rangahau, ā, me pēhea e whai hua ai rātou?
- He aha ngā panonitanga ka puta?
- He aha ngā pātai o te rangahau?
- He aha te hoahoatanga o te rangahau?
  - He aha ngā kōrero ka kohia, me pēhea koe e kohikohi ai i aua kōrero?
  - Me pēhea koe e tiaki, e tātari hoki ai i ngā kōrero?

### ***Mātāpono Tahī:*** Rangatiratanga

Ka whakawhenutia te Rangatiratanga ki roto i tō tono mā tō āta whiriwhiri i ngā miro o te rangahau e meatia ana mō wai, mā wai hoki e kawē. Ka kitea nuitia te Rangatiratanga i roto i tōna hanga kaupapa mahi tahi e whakataui i ngā tikanga me ngā tukanga i waenganui i ngā kairangahau me tōna hapori. Me whakaatu mai tō tono me pēhea tō rangahau e hāpai ai i te rangatiratanga e hāngai ana ki ngā tikanga, kawa me te horopaki o te hau kāinga.

Kōrero mai mō tō kaupapa:

- Nā wai te rangahau i kōkiri, ā, mō wai hoki te rangahau?
- Me pēhea tō kaupapa rangahau e hāpai ai i te rangatiratanga?
- Me pēhea tō rangahau e hāngai ai ki ngā tikanga, ki te horopaki me te kawa o te hau kāinga?

### ***Mātāpono Rua:*** Whanaungatanga

Ko te whanaungatanga e pā ana ki ngā hononga whai mana, taupuhipuhi anō hoki. He tohu anō tēnei i te haepapa me te ūkaha o te kairangahau ki a rātou anō i roto i te tīma me tōna ake hapori. Me whakaatu mai i roto i tō tono ōu whanaungatanga ki waenganui i te hapori e rangahau ana e koe, ā, ko te wairua o te whanaungatanga i te wā o te rangahau, ā, haere ake nei. Kōrero mai mō tō kaupapa, ka pēhea tō whakawhirinaki atu ki tētahi hoa arohaehae, rōpū tohutohu rānei hei tautoko i tō kaupapa. Mehemea he komiti tohutohu tōu, me mātua tautohu koe i ngā mema o tēnei rōpū, me tautuhi hoki ngā tūnga o tēnā o tēnā, me toha hoki ngā rauemi i roto i te mahere pūtea o te kaupapa. Mehemea he hoa arohaehae tōu, me tautuhi koe ka pēhea te tautoko a tēnei tangata i a koe i roto i te kaupapa.

Kōrero mai mō tō kaupapa:

- He aha hoki te wairua o tō whanaungatanga ki te hapori, ā, he pēhea taua wairua i roto i te hanganga o tō kaupapa rangahau?
- He aha hoki te whanaungatanga i waenganui i ngā tūranga o tō tīma rangahau?
- Ko wai ka tautoko i tō kaupapa i te tūranga hoa arohaehae, tūranga tohutohu rānei?

### ***Mātāpono Toru:*** Ako

Ko te Ako te tino iho o te TLRI. Ko ngā kaupapa katoa he mea ako me te whakaako. I roto i te horopaki o TLRI, me whakaatu mai te ako mā roto i te:

- āhua o ngā tikanga rangahau, hei tauira, mā te āta whiriwhiri i te whanaungatanga ki waenganui i ngā tuākana-teina e tīni ai i ētahi wāhanga o tō kaupapa rangahau
- ō mahi whakawhanake i ngā kairangahau e tīmata nei i roto i ēnei mahi, ngā kairangahau hou rānei, me ētahi atu i roto i te hapori whai pānga
- ō mahi tohatoha i ngā whakakitenga o tō rangahau.<sup>5</sup>

Kōrero mai mō tō kaupapa:

- Me pēhea tō whakatinana i te ako mā te katoa o tō kaupapa rangahau?
- Me pēhea tō whakawhanake i ngā kaimahi i roto i tō kaupapa rangahau?
- Ka pēhea tō tohatoha i ō whakakitenga rangahau ki ētahi atu?

<sup>5</sup> Kei te Kōpaki Hua Kaupapa (e wātea ana [ki konei](#)) ngā tūmanako o TLRI mō te tohatoha i ngā hua rangahau ki te ao.

## ***Mātāpono Whā:*** Mana

Ko tēnei mātāpono e whakanui ana i te mana o te tamariki, whānau, kura, hapori, hapū, me ngā iwi. Me whakaatu mai e koe i roto i tō tono rangahau me pēhea tō kaupapa e hāpai ai i te mana o te katoa. Me āta whakamārama mai koe i roto i tō tono he pēhea tō kaupapa rangahau e whakapiki ake ai i te ora o ngā tāngata i roto i tō kaupapa rangahau. Me whakaatu hoki tō kaupapa kua āta whiria e koe ngā take matatika mātāmua, ka pēhea hoki tō whakahaere i aua take. Kāore e rawaka kia kī ka tuhia koe tētahi tono matatika mō tētahi komiti nō tō whakahaere.

Kōrero mai mō tō kaupapa:

- Me pēhea tēnei rangahau e hāpai ai i te mana o te tangata?
- Me pēhea tēnei rangahau e hāpai ai i te mana o te reo, tikanga me te mātauranga Māori?
- Me pēhea tō āta wherawhera i te mana i waenganui i ngā tāngata o tō kaupapa rangahau?

## **Ngā paearu mō te whiriwhiri**

Ko tā ngā paearu he aromatawai mehemea kua tutuki i te tono:

- ki te aro ki tētahi wāhanga nui e pā ana ki te mātauranga Māori me te tino whakamārama i te pūtake o te rangahau
- ki te tūtohu pātai rangahau kia puta ai he mātauranga hou e hāngai tika ana ki te hōkai me te hoahoa e whakaarotia ana mō te kaupapa rangahau
- ki te whakamārama mai i ngā hua o te kaupapa hei whāngai i te kaupapa o te ako e whakaritorito ai te tipu o ngā tamariki Māori, ākonga Māori, kaiako, kura, hapori, ngā hapū me te iwi Māori
- ki te whakamārama mai me pēhea tō kaupapa e hāpai ai i te rangatiratanga
- ki te whakaatu mai he aukaha nō te kaupapa rangahau Māori ki te whakautu i ngā pātai rangahau e puta ai ētahi whakakitenga nui whakaharahara
- ka takutaku i tētahi mahere tohatoha ki te ao e tiria ai ngā kitenga ki te iwi nui tonu, me tana whai pānga ki tua atu i te kaupapa ake.
- ki te whakaatu i ngā hononga pūmau o te whakawhanaungatanga (i roto i te tīma, ki te hapori whai pānga ki tētahi rōpū tohutohu, hoa arohaehae rānei)
- ki te whakaatu mai he tīma e aratakina ana e te kaiwherawhera matua kei a ia ngā pūkenga e tika ana mō te whakahaere i ngā momo kaupapa rangahau pēnei i tēnei, ā, e whai mana ana e hāngai ana ki te kaupapa
- ki te whakamārama me pēhea te kaupapa nei e whakapakari ai i ngā tāngata katoa
- ki te whakamārama mai me pēhea te kaupapa e hāpai ai i te mana tangata, te mana o te reo me ngā tikanga me te mātauranga Māori hoki.

## Ngā tono i tuhia ki te reo Māori

E pōwhiri ana a TLRI i ngā tono i roto i te reo Ingarihi me te reo Māori.

## Ngā rā matua

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Te rā kati i ngā Puka Tono

5pm, Rāpare te 25 o Hereturikōkā 2022

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Te whakatau i ngā tono pūtea

Rāpare te 20 o Whiringa-ā-nuku, 2022

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Te wā e tīmata ai te pūtea TLRI mō ngā kaiwhiwhi pūtea mō 2022

Kohitātea 2023, hei tā te kirimana rānei

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## Te tāpae mai i tō tono

Ko te rā kati mō te tāpaetanga mai o tō tono i te Puka Tono ko te **5pm**, te Rāpare te 25 o Hereturikōkā, 2022. E kore koe e mate ki te tuku kape pepa mai. Tonoa ā-hiko mai tō tono ki [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz).

## 5. Te tuku mai i tētahi Puka Tono: Whatua Tū Aka

## 5. Submitting a Full Proposal: Whatua Tū Aka

Use this section if you are applying for Whatua Tū Aka, the kaupapa Māori pathway. This section is available in English and te reo Māori. If you are applying for the Open pathway, use the guidance on pp. 5–9.

### Te hōputu me te whakaaturanga mai o tētahi Puka Tono | Format and presentation of a Full Proposal

Full Proposals must use the template for Whatua Tū Aka 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 4 sections to complete:

- A cover page which includes the project budget and timeline
- Te wāhanga tuatahi: focusing on the overarching principles of kaupapa Māori, and on rangatiratanga
- Te wāhanga tuarua: focusing on whanaungatanga, ako, and mana
- An appendix with project-team biographies, and expressions of support from your community of interest (e.g., kōhanga reo, kura, whānau, iwi).

*Please note that when completing the cover page, you will be asked to confirm your availability to meet, via Zoom, with the Full Proposal selection panel.*

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

There are five principles underpinning Whatua Tū Aka: Kaupapa Māori, Rangatiratanga, Whanaungatanga, Ako, and Mana<sup>6</sup>. These connected and interdependent concepts should be evident throughout your proposal.

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<sup>6</sup> In the descriptions of these principles we drew particularly on [www.rangahau.co.nz](http://www.rangahau.co.nz)

**Kaupapa Māori** is the overarching principle for Whatua Tū Aka. Kaupapa Māori assumes the validity and legitimacy of te reo, tikanga, and mātauranga Māori. Your proposal must have a strongly articulated kaupapa Māori focus and approach that will have a transformative impact on the educational experiences of Māori. Proposals must be for research that is by Māori, for Māori, with Māori. The TLRI encourages nuanced and diverse expressions of kaupapa Māori e.g., ā-whānau, ā-kura, ā-hapori, ā-hapū, ā-iwi.

Kōrero mai mō tō kaupapa:

- What is the kaupapa, and why is it important?
- Where did it come from, what does it build on?
- Who will benefit from the research, and how will they benefit?
- What difference will it make?
- What are the research questions?
- What is the research design?
  - What data will you collect and how?
  - How will you manage and analyse the data?

### ***Principle 1:*** Rangatiratanga

Rangatiratanga will be embedded in your proposal through your consideration of who the research is for and who initiated it. Rangatiratanga will also be evident in the project's co-design and in the shared decision-making processes that exist between researchers and the community of interest. Your proposal should describe how your research will uphold rangatiratanga and be responsive to local tikanga, context, and kawa.

Kōrero mai mō tō kaupapa:

- Who initiated the research and who is it for?
- How does your research project uphold rangatiratanga?
- How is your research responsive to local tikanga, context, and kawa?

### ***Principle Two:*** Whanaungatanga

Whanaungatanga is about meaningful and reciprocal relationships. It acknowledges the responsibility and commitment researchers have to each other in the research team and to the community of interest. Your proposal should describe the nature of your existing relationship with the community of interest, as well as the nature of that relationship during the research, and into the future. Please also talk about how you will draw on a critical friend or advisory group to support your project. If you have an advisory committee, you need to identify the members of this group, specify the roles they will play, and allocate resource in the project budget. If you have a critical friend, you need to specify how this person will support you throughout the project.

Kōrero mai mō tō kaupapa:

- What is the nature of your relationship with the community of interest and how is this reflected in the design of the project?
- What are the relationships and roles within the project team?
- Who will support your project in a critical friend or advisory role?

### ***Principle 3:*** Ako

Ako is the essence of the TLRI. All projects are about teaching and learning. In a TLRI context, ako needs to be demonstrated in:

- how the research is undertaken, for example, through consideration of tuakana-teina relationships that will change across the team at different stages of the project
- your approach to building the capability of emerging or new researchers and others in the community of interest
- your approach to the dissemination of research findings.<sup>7</sup>

Kōrero mai mō tō kaupapa:

- How will ako be demonstrated throughout this project?
- How is capability building considered in this project?
- How will your research findings be shared?

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<sup>7</sup> The Project Output Portfolio (available [here](#)) outlines TLRI expectations for dissemination of research findings.

## **Principle 4:** Mana

This principle acknowledges the mana of tamariki, whānau, kura, hāpori, hapū, and iwi. Your proposal should demonstrate how your research will uphold the mana of all involved. Your proposal should articulate how your project will seek to leave people in a better place as a result of their participation in the research. Your proposal should also demonstrate that you have considered key ethical issues and how these will be managed. It is not sufficient to refer only to writing an ethics application for an institutional committee.

Kōrero mai mō tō kaupapa:

- How will this research uphold mana tangata?
- How will this research uphold the mana of te reo, tikanga, and mātauranga Māori?
- How is power shared and balanced in your research?

## **Ngā paearu mō te whiriwhiri | Criteria for selection**

The criteria assess the extent to which the proposal:

- addresses an area of critical importance to Māori education and provides a clear rationale for the project
- poses a research question(s) that will build new knowledge and is (are) appropriate for the proposed scope and design of the project
- describes a project that has the potential to have a positive impact on learning and lead to outcomes of significance for tamariki Māori, ākongā Māori, whānau Māori, kaiako, kura, hāpori, hapū, iwi
- explains how the project will uphold rangatiratanga
- has a strong kaupapa Māori research design that will address the research question(s) and enable substantive and robust findings
- outlines a dissemination plan that will enable the project findings to be shared and have an impact beyond the project
- demonstrates the existence of meaningful and reciprocal relationships (within the team, with the community of interest, and with an advisory group or critical friend)
- has a project team led by a principal investigator(s) with relevant experience in leading similar research projects, and a team that brings mana relevant to the project
- explains how the project will build the capability of all involved
- explains how the project will uphold mana tangata, and the mana of te reo, tikanga, and mātauranga Māori.

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

The TLRI invites applications in English or te reo Māori.

### Ngā rā matua

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Closing date for Full Proposals

5pm, Thursday 25 August 2022

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Notification of funding decision

Thursday 20 October 2022

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TLRI funding commences for 2022 funding recipients

January 2023, or as in contract

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### Te tāpae mai i tō tono | Submitting your proposal

The closing date for receipt of submissions of Full Proposals is **5pm**, Thursday 25 August 2022. No hard copies are required. Please email an electronic copy to [tlri@nzcer.org.nz](mailto:tlri@nzcer.org.nz).