



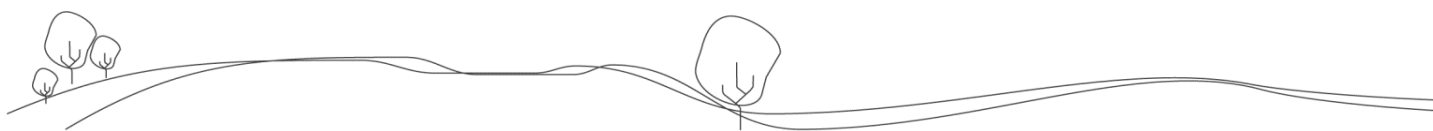
Puka Whakaatu Hiahia | Expression of Interest

Ngā mōhiotanga me ngā aratohu |
Information and guidance

2024



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4 March 2024

Tēnā koe,

Thank you for your interest in the Teaching and Learning Research Initiative: Nāu i Whatu te Kākahu, he Tāniko Tāku. (TLRI) Expression of Interest applications are due by 5pm on Wednesday 1 May 2024.

The TLRI was established by the government in 2003 and 175 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 improved equity and outcomes for learners. Partnerships between researchers and practitioners are central to the TLRI.

This year the TLRI fund is prioritising the following areas:

- Research on topics of strategic importance within the early childhood education (ECE), primary and/or secondary school sectors.
- Research that focuses on success for Māori learners as Māori in any sector.
- Research that focuses on success for Pacific learners as Pacific in any sector.

Since 2020 there have been two pathways for proposals that support success for Māori learners. These projects can be submitted via the Open pathway **or** via Whatua Tū Aka, the kaupapa Māori pathway.

In 2022, the TLRI introduced a new opportunity for researchers submitting proposals that focus on supporting success for Pacific learners. Researchers who are preparing Pacific-focused applications to the TLRI's Open pathway can choose to have their proposals assessed against a set of Pacific criteria. You can read more about both of the TLRI's pathways and their criteria in this document.

This document describes how the fund operates and tells you how to submit an Expression of Interest for either pathway. Expressions of Interest are due by Wednesday 1 May 2024. Applicants must use the template available for download as a Word document here: <http://www.tlri.org.nz/apply-funding>. Please use the template for the pathway you are applying for.

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 Expression of Interest process for the Open pathway, please email tlri@nzcer.org.nz

Nāku noa, nā

Heleen Visser and Sheridan McKinley
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 ākongā; 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.

Applicants from an institution that does not have access to an experienced researcher may contact the TLRI tleri@nzcer.org.nz who may be able to link you with an appropriate person. 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 Open pathway and Whatua Tū Aka, the kaupapa Māori pathway. The first pathway, the Open pathway is open to proposals from all contexts and settings that meet its criteria. The TLRI's 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 both pathways are described later in this document.

In 2022, the TLRI introduced a set of Pacific criteria for Pacific-focused Open pathway applications. Researchers submitting Pacific-focused applications through the Open Pathway can now choose 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).

Projects will be funded for one, two, or three years. The amount requested may be different for each year¹. If your project is to continue beyond 2024, 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.

¹ 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., Rutherford Discovery Fellowship, 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.

Te whiringa wāhanga-rua me te hātepe urupare |

Two-stage selection and feedback process

For the Open pathway there is a two-stage process for submitting proposals. Stage 1 is an Expression of Interest proposal and Stage 2 is a Full Proposal. Selection panel feedback is provided to applicants at both stages. Within the Open pathway, Expressions of Interest will be used to establish a shortlist of applicants who will be invited to submit Full Proposals to the Open pathway. These proposals will be due in August.

For Whatua Tū Aka, applicants can choose between a one OR two stage process for submitting proposals. Stage 1 is optional and involves submitting and receiving feedback about an Expression of Interest proposal. Stage 2 is a Full Proposal. An open call will be made for Whatua Tū Aka Full Proposals in May (after the closing date for Expression of Interest proposals). To be considered for funding, Whatua Tū Aka applicants must submit a Full Proposal.

At the Full Proposal stage, applicants to both pathways will be required to demonstrate that there is a partnership agreement in place between researchers and practitioners.

Expression of Interest proposals are now being sought for both pathways and must be submitted by **5pm Wednesday 1 May 2024**. Applicants will receive an email acknowledging that their proposal has been received. If you have not received an email by 3 May 2024, please email tlri@nzcer.org.nz or phone (04) 802 1456.

There is no limit on the number of Expression of Interest proposals that can be submitted by individuals or organisations. However, at any one time a person can be named as principal investigator for only one funded TLRI project unless otherwise negotiated with the TLRI team.

An individual can submit applications for both pathways, the Open pathway and the Whatua Tū Aka pathway. However, these would be different proposals.

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.



Funding period

Funding for the successful projects in 2024 will commence on 1 January 2025, 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. 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.



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 tūranga 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 āhei o NZCER ki te tono pūtea māna anō | Eligibility of NZCER for funding

NZCER staff members involved with any aspect of the selection or shortlisting process are not eligible to apply for funding from the TLRI or to be members of project teams applying for funding in that particular year. However, it has been agreed with the TLRI Advisory Board that NZCER staff not involved in shortlisting or selection 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.

Te hātepe whiriwhiri, urupare hoki | Selection and feedback process

Expressions of Interest will be assessed by panels led by NZCER, including researchers from Te Wāhanga, NZCER's Māori research unit, and researchers with Pacific research expertise. Those assessing proposals for Whatua Tū Aka will have expertise in kaupapa Māori research. Panel feedback will be provided to all applicants.

The Open pathway selection panel will make a shortlisting recommendation to the Advisory Board, who must agree to the shortlist. Shortlisted Open pathway applicants will be invited to submit a Full Proposal to the TLRI's Open pathway. The Expression of Interest stage is optional for Whatua Tū Aka applicants and does not involve a shortlisting process. Those applicants who apply to Whatua Tū Aka at the Expression of Interest stage will receive panel feedback that they can use to inform their Full Proposal application. An open call will be made for Whatua Tū Aka Full Proposals in May (after the closing date for Expression of Interest proposals).

Full Proposals are assessed by 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 TLRI's selection and feedback process is subject to independent audit.



Ngā whakaritenga pīra, 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 tlri@nzcer.org.nz, or is available on the website.



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. 13-20.

Te hōputu me te whakaaturanga mai o tētahi Puka Whakaatu Hiahia | Format and presentation of an Expression of Interest

There are two templates for the Open pathway:

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

Both templates are available here: <http://www.tlri.org.nz/apply-funding>. Open pathway applications that do not use the relevant template will not be considered. The page limit for each section is stated on the templates. Any information exceeding the page limit will not be considered by the selection panel.

Within both templates there are three sections to complete:

- Cover page
- Description of proposed project and its context: strategic and practice value
- Research design, partnership, and project team: research value.

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

Description of proposed project and its context: strategic and practice value

This section of the EOI should demonstrate how the project will address principles 1, 2, and 5 of the TLRI.

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

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

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

Expression of Interest proposals should:

- state your research question(s) and make a convincing argument that the question(s) is 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. 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 improve equity in educational outcomes; and supporting success for all types of learners in the 21st century. If Māori or Pacific learners are central to your 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? Please see the box on pp. 9–10 for guidance about Pacific research.



- 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.

If you are submitting a Pacific-focused application, please see the box on pp. 10 for guidance about Pacific research.

Research design, partnership, and project team: research value

This section of the EOI should demonstrate how the project will address principles 3 and 4 of the TLRI.

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

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

Research design, data collection, and analysis

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.

Expression of Interest proposals should describe:

- the overall research design
- the data collection methods, including the types of data you intend to collect and how these will be collected
- how you will manage and analyse the data you collect
- how the data will enable you to answer your research questions.

Proposed partnership

Projects need to be designed as partnerships where the collective knowledge of researchers and practitioners is applied to problems in practice. At the EOI stage, the partnership needs to be in place with initial conversations between partners having taken place. If you are shortlisted and asked to submit a Full Proposal, the partnership will need to be fully established and a partnership agreement will need to be in place.

Expression of Interest proposals should:

- describe the nature of your proposed partnership, including name(s) of early learning centres, kōhanga reo, schools, kura kaupapa Māori, ngā kura ā iwi, wharekura, tertiary and wānanga teams
- briefly discuss the rationale for the partnership and why the partnership is the right way for you to find the answers to your research questions.

Project team

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. Expression of Interest proposals should list team members and briefly describe their role on the project. This is to be included on the cover sheet and does not need to be repeated in the body of the proposal.

Projects are usually led by a principal investigator who has experience leading research projects (if co-led, at least one of the leaders needs to be an experienced researcher). 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. Expression of Interest proposals should provide a short paragraph about the Principal Investigator(s) highlighting relevant experience and qualifications.



Pacific research in the TLRI

Educational research that focuses on success for Pacific learners as Pacific is a priority for the TLRI. Within the TLRI, Pacific research projects are those that are underpinned by Pacific values, utilise Pacific research methodologies, engage reciprocally with Pacific tamariki/rangatahi and communities, and privilege Pacific worldviews, languages, cultures, pedagogies, and knowledge systems. Ideally, Pacific-focused projects are led by Pacific researchers. Pacific projects in the TLRI need to show evidence of purposeful and mutually beneficial collaboration with Pacific researchers and communities. **Please use the Pacific-focused Open pathway template if you are submitting a Pacific-focused Expression of Interest proposal.**

To support and encourage Pacific research in the TLRI, we highlight the following resources:

Pacific research guidance

Airini., Anae, M., Mila-Schaaf, K., Coxon, E., Mara, D., & Sanga, K. (2010). *Teu le va—Relationships across research and policy in Pasifika education: A collective approach to knowledge generation & policy development for action towards Pasifika education success*. Wellington, New Zealand: Ministry of Education. Available at: <https://www.educationcounts.govt.nz/publications/pacific/teu-le-va-relationships-across-research-and-policy-in-pasifika-education>

Anae, M., Coxon, E., Mara, D., Wendt-Samu, T., & Finau, C. (2001). *Pasifika education research guidelines. Final report*. Wellington, New Zealand: Ministry of Education. Available at: <https://www.educationcounts.govt.nz/publications/pasifika/5915>

Health Research Council of New Zealand. (2014). *Pacific Health Research Guidelines, 2014*. Auckland, New Zealand. Available at: <https://www.hrc.govt.nz/resources/pacific-health-research-guidelines-2014>

Massey University (2017). *Pacific research guidelines and protocols*. Available at: [192190 PRPC Guidelines 2017 v5.pdf \(massey.ac.nz\)](https://www.massey.ac.nz/192190-PRPC-Guidelines-2017-v5.pdf)

University of Auckland (n.d.). *Libraries and learning services Pacific studies guide*. Available at: <https://www.library.auckland.ac.nz/guides/arts/pacific-studies#=2>

University of Otago (2011). *Pacific research protocols*. Available at: <https://www.otago.ac.nz/research/otago028669.pdf>

Pacific values

Pacific values are fundamental to and necessarily underpin Pacific research. The importance of these values is specifically acknowledged within the TLRI's Pacific-focused Open pathway criteria. The values that underpin and inform a Pacific-focused TLRI project should emerge from, respond to, and reflect that project's unique context, purpose, research team, partnerships, and community or communities of interest.

For applicants who would like to read more about Pacific values, the following book draws on the voices and perspectives of Pacific educators and provides a detailed exploration of the nine Pacific values that are foregrounded in Pacific education policy: belonging, family, love, service, spirituality, reciprocal relationships, respect, leadership, and inclusion.

Rimoni, F., Glasgow, A., & Averill, R. (2022). *Pacific educators speak: Valuing our values*. NZCER Press.

In addition, these and other Pacific values are explored in a number of the resources listed in this section of the Information and Guidance document. For example, The Health Research Council of New Zealand's Pacific Health Research Guidelines and

When developing your proposal, you might like to consider:



- What values underpin your project and why?
- How are the values that you have identified enacted throughout your project? (E.g., within your research design, through the ways in which your team works with each other and your communities)

Pacific methodologies and research approaches

A number of approaches and frameworks have been developed by Pacific researchers. These include:

| | |
|-------------|-----------------|
| Talanoa | Tauhi vā |
| Teu le vā | Tivaevae |
| Kakala | Fonofale |
| Fa’afaletui | Te Vaka Atafaga |
| Fonua | Va’atele |

Each of these (and other approaches) are discussed in Tualaulelei & McFall-McCaffery (2019). They provide key authors and references for each approach.

Tualaulelei, E. & McFall-McCaffery, J. (2019). The Pacific Research Paradigm: Opportunities and challenges. *MAI Journal* 8(2), 188-204. Available at:

http://www.journal.mai.ac.nz/sites/default/files/MAIjrnl_8_2_Tualaulelei_FINAL.pdf

Relevant policy documents

Ministry for Pacific Peoples (2018). *Pacific Aotearoa Lalanga Fou*. Wellington, New Zealand. Available at:

<https://www.mpp.govt.nz/assets/Reports/Pacific-Aotearoa-Lalanga-Fou-Report.pdf>

Ministry of Education (2018). *Tapasā: Cultural competencies framework for teachers of Pacific learners*. Wellington, New Zealand. Available at:

<https://teachingcouncilnz-uat.cwp.govt.nz/assets/Files/Tapasa/Tapasa-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>

Ministry of Education (2020). *Action Plan for Pacific Education 2020-2030*. Wellington, New Zealand. Available at:

https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan_WEB.PDF

Ministry of Education (2020). *The statement of national education and learning priorities (NELP)*. Wellington, New Zealand. Available at:

<https://www.education.govt.nz/assets/Documents/NELP-TEs-documents/FULL-NELP-2020.pdf>

Ministry of Education (2020). *The tertiary education strategy (TES)*. Wellington, New Zealand. Available at:

<https://assets.education.govt.nz/public/Documents/NELP-TEs-documents/FULL-TEs-2020.pdf>

New Zealand Qualifications Authority. (2020). *Takiala Pasifika 2020–2023: NZQA’s Action Plan for Pacific Learner Success*. Wellington, New Zealand. Available at:

<https://www.nzqa.govt.nz/assets/Pasifika/NZQA-Takiala-Pasifika-20202023-v2.pdf>



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 proposal:

- addresses an area of strategic importance to education in New Zealand.
- provides a clear rationale for the project including links to relevant New Zealand and international research.
- has the potential to inform teacher practice, have a positive impact on learning, and lead to improvements in outcomes for learners.
- poses a research question(s) that will increase knowledge and is (are) appropriate for the proposed scope and design of the project.

Te hua rangahau | Research value

These criteria assess the extent to which the proposal has:

- a research design, data collection methods and approach to analysis that will address the research question(s) and enable substantive and robust findings.
- a partnership in place that has a clear rationale and is consistent with the intent of the TLRI.
- a project team that is led by a principal investigator(s) with relevant experience in leading similar research projects and includes members with appropriate research and practice experience.

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 proposal:

- addresses an area of strategic importance to Pacific education in Aotearoa New Zealand. For example, as described in relevant national policy documents.
- provides a clear rationale for the project that builds on relevant research.
- 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.



- 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.

Te hua rangahau | Research value

These criteria assess the extent to which the proposal has:

- a research design, data collection methods and approach to analysis that are underpinned by Pacific research principles and values and that will address the research question(s) and enable substantive and robust findings.
- a reciprocal partnership in place that has a clear rationale and is consistent with the intent of the TLRI and Pacific values.
- a project team that is led by a principal investigator(s) with relevant experience in leading similar research projects and includes members with appropriate research and practice experience.
- a plan for providing opportunities 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. If you plan to apply in te reo Māori, it would assist our processes if you could contact us at tlri@nzcer.org.nz prior to the closing date for applications.

Ngā rā matua mō te huarahi Tuwhera | Key dates for the Open pathway

| | |
|--|---------------------------------|
| Closing date for Expressions of Interest | 5pm, Wednesday 1 May 2024 |
| Notification of shortlisting decision | Friday 21 June 2024 |
| Closing date for Full Proposals | 5pm, Thursday 22 August 2024 |
| Notification of funding decision | Thursday 24 October 2024 |
| TLRI funding commences for 2024 funding recipients | January 2025, or as in contract |

Te tāpae mai i tō tono | Submitting your proposal

The closing date for receipt of submissions of Expression of Interest proposals is 5pm, Wednesday 1 May 2024. No hard copies are required. Please email an electronic copy to tlri@nzcer.org.nz. Applicants will receive an email acknowledging that their proposal has been received. If you have not received an email by 3 May 2023, please email tlri@nzcer.org.nz, or phone (04) 802 1456.



Te Tuku mai i tētahi Puka Whakaatu Hiahia: Whatua Tū Aka

Submitting an Expression of Interest: Whatua Tū Aka

Whakakīa 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 7-12. E wātea ana tēnei wāhanga ki te reo Ingarihi me te reo Māori.

Te hōputu me te whakaaturanga mai o tētahi Puka Whakaatu Hiahia

Mō tō Puka Whakaatu Hiahia 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 toru ngā wāhanga hei whakaoti:

- He whārangi uhi o mua
- Te wāhanga tuatahi: e aro ana ki te mātāpono matua o te kaupapa Māori, me te rangatiratanga
- Te wāhanga tuarua: e aro ana ki te mātāpono matua o te kaupapa Māori, me te whanaungatanga, ki te ako, me te mana

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. Kia kitea nuitia ēnei ariā tūhonohono me te taupuhipuhi puta noa i tō tono.

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 tahī e whakatau 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:

- 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?

Mātāpono Toru. Ako

Ko te Ako te tino iho o te TLRI. Ko ngā kaupapa katoa he mea ako me te whakaako. Me mātua whakatakoto a Ako i roto i 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. I roto i te horopaki o TLRI, Ko te Ako he kaupapa whakawhanake i ngā kairangahau hou me ētahi atu i roto i te hapori. Me whakaatu mai koe i roto i tō tono i ngā huarahi ako e angitu ai ngā tāngata katoa o te rangahau ki te ako me te whakaako. Hei te wāhanga Puka Tono (kaua ināiane), ka uia ngā kaitono katoa ki te pātai me pēhea koutou e tuku ai i ngā huarahi ako i roto i te hōrapa haere o ngā whakakitenga o tō rangahau.

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?

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.

Kōrero mai mō tō kaupapa:

- Me pēhea tēnei rangahau e hāpa 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?

Hei te wāhanga Puka Tono (kaua ināiane), ka uia ngā kaitono katoa ki te pātai me pēhea koutou e whakaatu ai i tā koutou aronui ki ngā tukanga i roto i te rangahau. Kāore ēnei pārongo e pīrangitia ana i te tono EOI.

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.
- ki 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, ākongā 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.
- ki te whakaatu i ngā hononga pūmau o te whakawhanaungatanga.
- 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. Mehemea e whakaaro ana koe ki te tuku i tō tono ki te reo Māori, ka āwhinatia mātou me ā mātou tukunga mēnā ka whakapā mai koe ki a mātou ki: tlri@nzcer.org.nz i mua i te rā kapi i ngā tono.

Ngā rā matua mō Whatua Tū Aka

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| Te rā kati i ngā Puka Whakaatu Hiahia | 5pm, Rāapa te 1 o Haratua, 2024 |
| Ka tuwhera te karanga mō ngā Puka Tono o Whatua Tū Aka | Rāmere te 3 o Haratua, 2024 |
| Te hora urupare ki ngā kaitono Puku Whakaatu Hiahia | Rāmere te 21 o Pipiri, 2024 |
| Te rā kati i ngā Puka Tono | 5pm, Rāpare te 22 o Hereturikōkā, 2024 |
| Te whakatau i ngā tono pūtea | Rāpare te 24 o Whiringa-ā-nuku, 2024 |
| Te wā e tīmata ai te pūtea TLRI mō ngā kaiwhiwhi pūtea mō 2024 | Kohitātea 2025, hei tā te kirimana rānei |

Te tāpae mai i tō tono

Ko te rā kati mō te tāpaetanga mai o tō tono i te Puka Whakaatu Hiahia ko te 5pm, te Rāapa te 1 o Haratua, 2024. E kore koe e mate ki te tuku kape pepa mai. Tonoa ā-hiko mai tō tono ki tlri@nzcer.org.nz. Ka whiwhi ngā kaitono i tētahi īmēra e whakaae ana kua tae mai tā rātou tono. Mehemea kāore anō koe kia whiwhi īmēra i mua i te 3 Haratua 2024, tēnā īmēra, waea atu rānei ki tlri@nzcer.org.nz, ki (04) 802 1456 rānei.



Te Tuku mai i tētahi Puka Whakaatu Hiahia: Whatua Tū Aka

Submitting an Expression of Interest: 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. 7-12.

Te hōputu me te whakaaturanga mai o tētahi Puka Whakaatu Hiahia | Format and presentation of an Expression of Interest

Expressions of Interest must use the template for Whatua Tū Aka available here: <http://www.tlri.org.nz/apply-funding>. The page limit for each section is stated on the template.

There are three sections to complete:

- Cover page
- Te wāhanga tuatahi: focusing on the overarching principle of kaupapa Māori, and on rangatiratanga
- Te wāhanga tuarua: focusing on the overarching principle of kaupapa Māori, and on whanaungatanga, ako, and mana.

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. These connected and interdependent concepts should be evident throughout your proposal.

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 One: 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.

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?

Principle Three: Ako

Ako is the essence of the TLRI. All projects are about teaching and learning. Ako will also be embedded 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. In a TLRI context, ako is also about building the capability of emerging or new researchers and others in the community of interest. Your proposal should consider the ako opportunities for everyone involved in the research to learn and lead. At the Full Proposal stage (not required now), applicants will also be asked to consider ako opportunities with regard to dissemination of research findings.

Kōrero mai mō tō kaupapa:

- How will ako be demonstrated throughout this project?
- How is capability building considered in this project?



Principle Four: Mana

This principle acknowledges the mana of tamariki, whānau, kura, hapori, hapū, and iwi. Your proposal should demonstrate how your research will uphold the mana of all involved. Your proposal should also articulate how your project will seek to leave people in a better place as a result of their participation in the research.

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?

At the Full Proposal stage (not required now), applicants will also be asked to demonstrate they have considered research ethics within their project. This information is not required in the EOI proposal.

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
- 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, ākonga Māori, whānau Māori, kaiako, kura, hapori, 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
- demonstrates the existence of meaningful and reciprocal relationships
- 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. If you plan to apply in te reo Māori, it would assist our processes if you could contact us at tlri@nzcer.org.nz prior to the closing date for applications.

Ngā rā matua mō Whatua Tū Aka | Key dates for Whatua Tū Aka

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| Closing date for Expressions of Interest | 5pm, Wednesday 1 May 2024 |
| Call for Whatua Tū Aka Full Proposals opens | Friday 3 May 2024 |
| Provision of feedback to Expression of Interest applicants | Friday 21 June 2024 |
| Closing date for Full Proposals | 5pm, Thursday 22 August 2024 |
| Notification of funding decision | Thursday 24 October 2024 |
| TLRI funding commences for 2024 funding recipients | January 2025, or as in contract |

Te tāpae mai i tō tono | Submitting your proposal

The closing date for receipt of submissions of Expression of Interest proposals is 5pm, Wednesday 1 May 2024. No hard copies are required. Please email an electronic copy to tlri@nzcer.org.nz. Applicants will receive an email acknowledging that their proposal has been received. If you have not received an email by 3 May 2024, please email tlri@nzcer.org.nz or phone (04) 802 1456.

