



Puka Whakaatu Hiahia | Expression of Interest

TLRI Open Pathway, including Pacific Research

Ngā mōhiotanga me ngā aratohu |
Information and guidance

2025

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3 March 2025

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 (EOI) applications are due by **5pm on Wednesday, 30 April 2025**.

The TLRI was established by Te Kāwanatanga o Aotearoa | New Zealand Government in 2003 and has funded 192 projects since then. The annual funding pool 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.

TLRI Te Tiriti Purpose Statement

In 2024, a strategic priority of the TLRI Advisory Board was to give effect to Te Tiriti o Waitangi. The following purpose statement expresses how this commitment is implemented in practice:

The TLRI upholds He Whakaputanga o te Rangatiratanga o Nu Tireni (He Whakaputanga) and Te Tiriti o Waitangi as living documents that establish a partnership between the Crown and iwi-hapū-Māori.

As an expression of that commitment, the TLRI enables and supports transformative research that gives effect to kāwanatanga, rangatiratanga, ōritetanga, and mahitahitanga as expressed in the articles of Te Tiriti o Waitangi.

The TLRI upholds the principle of kōwhiringa, through amplifying diverse educational practices and policies that have a positive impact on iwi-hapū-Māori and Tangata Tiriti, and bring about significant improvements in outcomes for all ākonga.

As part of their EOI application, Open Pathway applicants will be asked to demonstrate how their research actively gives effect to the principles of the TLRI Te Tiriti purpose statement.

Kāwanatanga—the principle of governance is about honourable governance for mutual benefit.

Rangatiratanga—the principle of self-determination is about Māori self-determination.

Ōritetanga (mana taurite, rite tahitanga)—the principle of equity is about equitable outcomes for iwi-hapū-Māori.

Mahitahitanga—the principle of partnership is about the balancing of concepts of kāwanatanga and tino rangatiratanga.

Kōwhiringa—the principle of options is about the availability and variability of kaupapa Māori solutions as well as mainstream options in such a way that hapū-iwi-Māori are not disadvantaged by their choice.

Priorities for 2025

This year, the TLRI Open Pathway is prioritising research that:

- contributes to the Government's education priorities
- focuses on topics of strategic importance within the early childhood education, primary, and/or secondary school sectors
- focuses on success for Māori learners as Māori
- focuses on success for Pacific learners as Pacific.

The Government's education priorities are:

1. Establishing a knowledge-rich curriculum grounded in the science of learning.
2. Implementing evidence-based instruction in early literacy and mathematics.
3. Implementing consistent modes of monitoring student progression and achievement.
4. Developing the workforce of the future, including leadership development pathways.
5. Targeting effective learning support interventions for students with additional needs.
6. Using high-performing data and evidence to inform decision-making.

The Government has also set targets for attendance, and achievement for Year 8 students in reading, writing, and mathematics.

Pathways to funding

Since 2020, the TLRI has offered two distinct pathways for proposals that support success for Māori learners:

1. **Open Pathway:** Open to proposals from all contexts and settings that meet its criteria. This pathway also includes the option for applicants to have their Pacific research proposals assessed against Pacific research criteria.
2. **Whatua Tū Aka:** A kaupapa Māori pathway for proposals that align with kaupapa Māori principles and meet its criteria.

To provide clearer, more tailored guidance, there are separate documents for each pathway:

- **This document** outlines the criteria and application process for the Open Pathway, including Pacific research.
- For the criteria and application process specific to kaupapa Māori proposals, refer to the Whatua Tū Aka information and guidance document [here](#).

Submitting an EOI

EOI applications must be submitted using the appropriate application form by **5pm on Wednesday 30 April 2025**.

- The Open Pathway form can be downloaded [here](#).
- The Open Pathway Pacific Research form can be downloaded [here](#)
- The Whatua Tū Aka form can be downloaded [here](#).

These forms clearly outline the information required for your application.

Learn more

To learn more about the TLRI and explore the research projects it has funded that are published and in progress visit ttri.org.nz.

For questions about the TLRI application process, please email: ttri@nzcer.org.nz

Nā māua noa, nā

Davina Hunt and Jackson Rowe-Williams

TLRI Project Co-Leaders

1. Ngā aratohu mō te TLRI Huarahi Tuwhera me ngā Rangahau mō Te Moana-nui-a-Kiwa | TLRI Open Pathway and Pacific Research guidance

Mō tēnei tuhinga | About this document

This document provides guidance for applicants submitting an Expression of Interest (EOI) for the TLRI Open Pathway, including Pacific research. It includes key information on:

- the purpose and objectives of the TLRI
- funding pathways and eligibility criteria
- priorities for 2025
- the application and selection process.

Applicants submitting kaupapa Māori proposals should refer to the Whatua Tū Aka guidance document [here](#).

Te take o te kaupapa | Purpose of the initiative

The TLRI seeks to support research addressing themes of strategic importance to education in Aotearoa New Zealand that will lead to an improvement in outcomes for learners. Partnerships between researchers and practitioners are essential to the TLRI.

The purpose of the TLRI is to:

- support research which will lead to significant improvement in outcomes for learners
- build a cumulative body of knowledge linking teaching and learning
- enhance the links between educational research and teaching practices, and researchers and teachers
- grow research capability and capacity in the areas of teaching and learning.

Ngā whakaarotau mō 2025 | Priorities for 2025

This year, the TLRI Open Pathway is prioritising research that:

- contributes to the Government's education priorities
- focuses on topics of strategic importance within the early childhood education, primary, and/or secondary school sectors
- focuses on success for Māori learners as Māori
- focuses on success for Pacific learners as Pacific.

The Government's education priorities are:

1. Establishing a knowledge-rich curriculum grounded in the science of learning.
2. Implementing evidence-based instruction in early literacy and mathematics.
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4. Developing the workforce of the future, including leadership development pathways.
5. Targeting effective learning support interventions for students with additional needs.
6. Using high-performing data and evidence to inform decision-making.

The Government has also set targets for attendance, and achievement for Year 8 students in reading, writing, and mathematics.

2. Ngā mōhiotanga kaupapa TLRI | TLRI project information

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 ECE settings; teachers and kaiako in kura, primary, intermediate, and secondary schools; and lecturers and tutors working in universities, wānanga, polytechnics, and private training establishments. Partnerships may also include students and ākonga; families and whānau; and hapū, iwi and communities.

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 experienced researchers working in organisations (e.g., universities or other tertiary institutions) or independently. 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 team (tiri@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 huarahi pūtea me ngā taumata pūtea | Funding pathways and levels of funding

Since 2020, the TLRI has offered two distinct pathways for funding:

1. **Open Pathway:** Open to proposals from all contexts and settings that meet its criteria. In 2022, the TLRI introduced a set of Pacific-specific criteria for Pacific research proposals within this pathway. Researchers can choose to have their Pacific research proposals assessed against these criteria.
2. **Whatua Tū Aka:** Established in 2020, this kaupapa Māori pathway supports projects aligned with kaupapa Māori principles and criteria.

This document focuses on the Open Pathway, including Pacific research proposals. For guidance specific to kaupapa Māori proposals, please see the Whatua Tū Aka information and guidance document [here](#).

The TLRI encourages applications for projects at different levels of funding. The amount 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 1, 2, or 3 years. The amount requested may be different for each year.¹ If your project is to continue beyond 2026, you must clearly state the amount of funding you seek for the subsequent years. Note that future funding is subject to ongoing government funding and satisfactory performance in the first year. All figures are GST exclusive.

Projects funded through the TLRI can be part of a wider programme of work, but the TLRI funding must add clear value. If your proposal is part of a larger programme of research, please state this and indicate any other sources of funding (e.g., Aotearoa New Zealand Tāwhia te Mana Research Fellowships, institutional funding). Clearly specify what aspects of the project the TLRI funding will support that are not covered by other sources.

Projects that are “business as usual” (e.g., evaluating course changes, 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), producing a tool without a core and significant research component is out of scope for TLRI funding. Evaluating programmes or initiatives is also out of scope, unless there is a core and significant research component that meets the TLRI criteria.

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:

1. **Stage 1:** Submission of an Expression of Interest.
2. **Stage 2:** Submission of a Full Proposal, if shortlisted.

Selection panel feedback will be provided to applicants at both stages. EOIs will be used to establish a shortlist of applicants, who will then be invited to submit Full Proposals. These Full Proposals will be due by **5pm Thursday 21 August 2025**.

Expressions of Interest are now being sought for the Open Pathway and must be submitted by **5pm Wednesday 30 April 2025**. Applicants will receive an email acknowledgment upon receipt of their proposal. If no acknowledgement is received by 2 May 2025, please email tlri@nzcer.org.nz or phone (04) 802 1456.

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

An individual may submit EOIs for both the Open Pathway and the Whatua Tū Aka pathway. However, these must be separate proposals.

¹ The maximum funding per year is \$150,000 with a maximum of \$450,000 for a 3-year project.

Ngā whakaritenga kirimana | Contractual arrangements

A contract is signed between Rangahau Mātauranga o Aotearoa | New Zealand Council for Educational Research (NZCER) acting as co-ordinators of the TLRI, and the principal investigator's institution, incorporated society, or other legal entity (the Contractor).

The following conditions will apply to those who are successful at the Full Proposal stage:

- Funding beyond 1 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 2025 will commence on 1 January 2026, 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.

3. Te whakahaere me te whakariterite i te TLRI | 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). Members of the current Advisory Board are 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

EOIs submitted through the Open Pathway will be assessed by panels led by NZCER, including researchers with Pacific research expertise where applicable. Panel feedback will be provided to all applicants.

The selection panel will make a shortlisting recommendation to the Advisory Board, which must approve the shortlist. Shortlisted applicants will then be invited to submit a Full Proposal to the Open Pathway, including those whose proposals are assessed against Pacific-specific criteria.

At the Full Proposal stage, applications will be assessed by leading researchers external to NZCER. Only individuals not involved in submitting a bid themselves may undertake this role. These decisions are made independently 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 [here](#).

4. Te Tuku mai i tētahi Puka Whakaatu Hiahia: Huarahi tuwhera | Submitting an Expression of Interest: Open Pathway

This section provides guidance for applicants submitting an EOI through the Open Pathway, including Pacific research. For kaupapa Māori proposals, refer to the Whatua Tū Aka information and guidance document [here](#).

Te whakakā i te Puka Whakaatu Hiahia | Completing the Expression of Interest Form

Applicants must use one of the following forms when submitting an EOI:

- Open Pathway EOI Form available [here](#)
- Open Pathway Pacific Research EOI Form available [here](#).

Applications that do not use the relevant form will not be considered. Each form specifies page limits for sections. Information exceeding the page limit will not be reviewed.

Each form contains the following sections to complete:

- 1. Cover pages:** provide key details such as the project title, research focus (e.g., ECE, school, cross-sector), team details, and requested funding information.
- 2. Description of proposed project and its context—strategic and practice value:** explain the project's strategic importance, rationale, research questions, rationale, potential impact on practice and equity outcomes.
- 3. Research design, partnership, and project team—research value:** describe the research design, data collection methods, partnerships, team expertise, and explain how your research will actively give effect to the principles of the TLRI Te Tiriti purpose statement.

Guidance for completing each section

The following section provides step-by-step guidance for completing the form, ensuring clarity and alignment with TLRI principles.

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

1. Cover pages

This section captures basic project details required for submission for an EOI. The funding information will be considered alongside the rest of the application to help assess whether the proposed research and associated outcomes justify the requested resources.

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

This section should demonstrate how the project will address the following TLRI principles:

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.*

Expressions of Interest 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.
- 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.
- 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.
- explain how the project aligns with the TLRI Open Pathway priorities for the year, which include research that:
 - Contributes to the Government's education priorities
 - Focuses on topics of strategic importance within the early childhood education, primary and/or secondary school sectors
 - Focuses on success for Māori learners as Māori
 - Focuses on success for Pacific learners as Pacific

If Māori or Pacific learners are central to your project, does their participation support them to be successful as Māori or Pacific? Is there meaningful engagement with whānau and communities? Does the research validate Māori or Pacific ways of being and knowing?

If you are submitting a Pacific research proposal in the Open Pathway, please see the further guidance about Pacific research below.

3. Research design, partnership, and project team: research value

This section should demonstrate how the project will address the following TLRI principles:

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.

Expressions of Interest 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.

Expressions of Interest should:

- describe the nature of your proposed partnership, including name(s) of early learning centres, kōhanga reo, Pacific ECE settings, 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 will assess whether the team has:

- relevant research expertise and capability to conduct the proposed study
- practice-based experience to ensure strong connections to teaching and learning.

EOIs 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 leader must 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 also be on the project team.

EOIs should include a short paragraph about the principal investigator(s), highlighting relevant experience and qualifications.

TLRI Te Tiriti purpose statement

The TLRI upholds He Whakaputanga o te Rangatiratanga o Nu Tireni (He Whakaputanga) and Te Tiriti o Waitangi as living documents that establish a partnership between the Crown and iwi-hapū-Māori.

As an expression of that commitment, the TLRI enables and supports transformative research that gives effect to kāwanatanga, rangatiratanga, ōritetanga, and mahitahitanga as expressed in the articles of Te Tiriti o Waitangi. The TLRI upholds the principle of kōwhiringa, through amplifying diverse educational practices and policies that have a positive impact on iwi-hapū-Māori and Tangata Tiriti, and bring about significant improvements in outcomes for all ākonga.

Kāwanatanga—the principle of governance is about honourable governance for mutual benefit.

Rangatiratanga—the principle of self-determination is about Māori self-determination.

Ōritetanga (mana taurite, rite tahitanga)—the principle of equity is about equitable outcomes for iwi-hapū-Māori.

Mahitahitanga—the principle of partnership is about the balancing of concepts of kāwanatanga and tino rangatiratanga.

Kōwhiringa—the principle of options is about the availability and variability of kaupapa Māori solutions as well as mainstream options in such a way that hapū-iwi-Māori are not disadvantaged by their choice.

As part of an EOI application, Open Pathway applicants need to explain how the proposed research actively gives effect to the principles of the TLRI Te Tiriti purpose statement. While this may be woven throughout your application, a summary is required within this section.

Ngā paearu mō te whiriwhiri | Criteria for selection

There are two sets of criteria for the Open Pathway:

- Open Pathway criteria
- Pacific research 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 build new 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
- explained how the research will actively give effect to the principles of the TLRI Te Tiriti purpose statement.

Ngā paearu rangahau mō Te Moana-nui-a-Kiwa | Pacific research 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 New Zealand; for example, as described in relevant national policy documents
- 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 Pacific learners and their communities
- poses a research question(s) that will build new knowledge, 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 within the team to build Pacific researcher capacity, and capability in Pacific research
- explained how the research will actively give effect to the principles of the TLRI Te Tiriti purpose statement.

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 research 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 Open Pathway Pacific Research Form [here](#) if you are submitting a Pacific research EOI.**

To support and encourage Pacific research in the TLRI, we highlight the following recent 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*. 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*. 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*. Available at:

<https://www.hrc.govt.nz/resources/pacific-health-research-guidelines-2014>

Pacific Research & Policy Centre and the Pasifika@Massey Directorate. (2017). *Pacific research guidelines and protocols*. Massey University. Available at:

[192190 PRPC Guidelines 2017 v5.pdf \(massey.ac.nz\)](#)

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 Open Pathway Pacific research criteria. The values that underpin and inform a TLRI Pacific research 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.

Using data from the COMPASS project, Tuifagalele et al (2024) answered the question: What are the Pasifika values that guide whānau as they navigate educational spaces and how are these anchored in Pasifika measures of success?

Tuifagalele, R., Uasike Allen, J.M., Meinders, R., & Webber, M. (2024). *COMPASS: Whānau Pasifika navigating schooling in Aotearoa New Zealand*. NZCER. Available at: <https://doi.org/10.18296/rep.0052>

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. DOI: [10.20507/MAIJournal.2019.8.2.7](https://doi.org/10.20507/MAIJournal.2019.8.2.7)

Anae, M. (2019). Pacific research methodologies and relational ethics. *Oxford Research Encyclopedia. Education*. Oxford University Press (USA). Available at: DOI: [10.1093/acrefore/9780190264093.013.529](https://doi.org/10.1093/acrefore/9780190264093.013.529)

Matapo, J., & Enari, D. (2021). Re-imagining the dialogic spaces of talanoa through Samoan onto-epistemology. *Waikato Journal of Education*, 26(1), 79–88. <https://wje.org.nz/index.php/WJE/article/view/770>

Naepi, S. (2019). Pacific research methodologies. *Oxford research encyclopedia of education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.566>

Relevant policy documents

Ministry for Pacific Peoples. (2018). *Pacific Aotearoa Lalanga Fou*. 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*. Available at: <https://teachingcouncilnz-uat.cwp.govt.nz/assets/Files/Tapasā/Tapasā-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf>

Ministry of Education. (2023). *Action Plan for Pacific Education 2020–2030. 2023 Refresh*. Available at: https://web-assets.education.govt.nz/s3fs-public/2024-03/Action-Plan-for-Pacific-Education-2023_070723.pdf

Ministry of Education. (2023). “Don’t lose your language, your language is gold”. *Supporting document to 2023 Action Plan for Pacific Education. Growing Pacific languages in Education statement*. Available at: <https://web-assets.education.govt.nz/s3fs-public/2024-03/Supporting-document-Pacific-Languages-in-Education-evidence-brief.pdf>

NZQA is reviewing Takiala Pasifika 2020–2023 for 2023–2026. Updates are available at: <https://www2.nzqa.govt.nz/about-us/consultations-and-reviews/takiala-pasifika-2023-to-2026>

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, please contact us at tiri@nzcer.org.nz before the application closing date to assist with our processes.

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

Closing date for Expressions of Interest	5pm, Wednesday 30 April 2025
Notification of shortlisting decision	Monday 23 June 2025
Closing date for Full Proposals	5pm, Thursday 21 August 2025
Notification of funding decision	Friday 24 October 2025
TLRI funding commences for 2025 funding recipients	January 2026, or as in contract

Te tāpae mai i tō tono | Submitting your proposal

- The deadline for submitting EOIs is **5pm, Wednesday 30 April 2025**.
- Please submit your application electronically to tiri@nzcer.org.nz (no hard copies are required).
- Applicants will receive an email acknowledgment upon receipt of their proposal. If no acknowledgment is received by 2 May 2025, please email tiri@nzcer.org.nz or phone (04) 802 1456.