



WHATUA TŪ AKA
TLRI



TEACHING & LEARNING
RESEARCH INITIATIVE
TLRI
Nāu i Whatu te Kākahu, He Tāniko Taku

Puka Tono | Full Proposal

Whatua Tū Aka

Ngā mōhiotanga me ngā aratohu |
Information and guidance

2025

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2 May 2025

Tēnā koe,

Thank you for your continued interest in the Teaching and Learning Research Initiative: Nāu i Whatu te Kākahu, He Tāniko Tāku. This document provides guidance for applicants submitting a Full Proposal to the TLRI under the Whatua Tū Aka pathway.

Full Proposals are due by **5pm Thursday 21 August 2025**.

Applicants who submitted an Expression of Interest (EOI) will receive written feedback from the external assessment panel to support the development of their full proposal.

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.

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 Whatua Tū Aka pathway is prioritising research that:

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

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. The Government's Māori Education Action plan is available here.¹

Pathways to funding

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

1. **Whatua Tū Aka:** A kaupapa Māori pathway for proposals that align with kaupapa Māori principles and meet its specific criteria.
2. **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.

This document outlines the criteria and application process for Whatua Tū Aka. The Open Pathway EOI process has now closed. Shortlisted applicants from that pathway will be invited to submit a Full Proposal separately.

Submitting a full proposal

- Applications must be submitted using the Whatua Tū Aka Full Proposal Application Form **by 5pm Thursday 21 August 2025**. The form clearly outlines the information required for your application. The application form can be downloaded here.²

Learn more

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

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

Nā māua noa, nā

Jackson Rowe-Williams and Davina Hunt

TLRI Project Co-Leaders

¹ <https://www.beehive.govt.nz/sites/default/files/2024-12/M%C4%81ori%20Education%20Action%20Plan.pdf>

² te reo Māori: <https://tleri.org.nz/final-full-proposal-application-form-whatua-tu-aka-te-reo-maori/>
English: <https://tleri.org.nz/final-full-proposal-application-form-whatua-tu-aka-english/>

1. Ngā aratohu mō whatua Tū Aka TLRI Whatua Tū Aka guidance

Mō tēnei tuhinga | About this document

This document provides guidance for applicants submitting a Full Proposal for the Whatua Tū Aka pathway. It includes key information on:

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

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, across early childhood, school, and tertiary sectors
- grow research capability and capacity in the areas of teaching and learning.

Ngā whakaarotau mō 2025 | Priorities for 2025

This year, the TLRI Whatua Tū Aka pathway is prioritising research that:

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

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. The Government's Māori Education Action plan is available [here](#).

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 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; and 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 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. 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 huarahi pūtea me ngā taumata pūtea | Funding pathways and levels of funding

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

1. **Whatua Tū Aka:** Established in 2020, this kaupapa Māori pathway supports projects aligned with kaupapa Māori principles and criteria.
2. **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.

This document focuses on the Whatua Tū Aka pathway. The Open Pathway follows a different process: it begins with submission of an Expression of Interest (EOI), and only shortlisted applicants are invited to submit a Full Proposal. EOIs for the 2025 round have now closed, and shortlisted applicants will be notified in due course.

Applicants to Whatua Tū Aka can submit a Full Proposal directly or follow a two-stage process. The next section outlines these options in more detail.

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). 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.³ The amount requested may be different for each year. 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) do not fit the intent of the TLRI. Similarly, while “tool development” may be one of the outputs from a TLRI project, 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

Applicants to Whatua Tū Aka can choose between the following application processes:

1. Two-stage process: Submission of an Expression of Interest (EOI) to receive feedback, followed by submission of a Full Proposal.
2. One-stage process: Submission of a Full Proposal directly without submitting an EOI.

The EOI stage for 2025 has now closed. This guidance is intended for applicants who are preparing and submitting a Full Proposal.

All Full Proposals will be assessed by an external research panel led by NZCER’s kaupapa Māori research unit, Te Wāhanga.⁴ This is the same panel that reviewed EOIs. Applicants who submitted an EOI will have received written feedback from the panel to support the further development of their proposals.

All applicants must submit a Full Proposal to be considered for funding. These are due by **5pm, Thursday 21 August 2025**. Late proposals will not be accepted.

At the Full Proposal stage, applicants must also demonstrate that a partnership agreement is in place between researchers and practitioners.

There is no limit on the number of Full Proposals that may 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.

Applicants may submit proposals to both the Whatua Tū Aka and Open Pathway. However, these must be separate proposals.

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

⁴ <https://www.nzcer.org.nz/research/te-wahanga>

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 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. 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 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).

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 project funding decisions. Members of the current Advisory Board are listed here.⁵

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 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 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

All Whatua Tū Aka applications (both EOIs and Full Proposals) will be assessed by an external research panel led by NZCER's kaupapa Māori research unit, **Te Wāhanga**.⁶

The same external panel of kaupapa Māori researchers will assess applications at both stages, and feedback will be provided to all applicants at each stage.

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.

⁵ <https://tlri.org.nz/mo-tlri/advisory-board/>

⁶ <https://www.nzcer.org.nz/research/te-wahanga>

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](https://tlri.org.nz/contact-tlri/appeals-complaints/).⁷

⁷ <https://tlri.org.nz/contact-tlri/appeals-complaints/>

4. Te tuku mai i tētahi Puka Tono

Te whakakāi i te Puka Tono

Me whakamahi ngā kaitono katoa i te Puka Tono Whatua Tū Aka ina tuku mai rātou i tētahi Puka Tono. E wātea ana te puka i konei.⁸ Ka tautohu te Puka Tono i te herenga mō te maha o ngā whārangi mō ia wāhanga. Mehemea kua nui atu ngā mōhiohio i ngā whārangi kua whakaritea e kore e whakaaetia e te pae whakawā.

E whā ngā wāhanga hei whakakāi:

1. **He whārangi uhi o mua:** Me homai ngā taipitopito taketake pēnei i te taitara kaupapa, te arotahitanga rangahau, ngā taipitopito tira, me ngā mōhiohio mō ngā pūtea e tonoa ana.
2. **Te wāhanga tuatahi:** E aro ana ki te mātāpono matua o te kaupapa Māori, me te rangatiratanga.
3. **Te wāhanga tuarua:** E aro ana ki te mātāpono matua o te kaupapa Māori, me te whanaungatanga, ki te ako, me te mana
4. **He tāpiritanga:** Me whakauru 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). Mō ngā kaiwherawhera matua, me uru ki ngā haurongo tira ngā taipitopito o tō rātou tautōhito ki te ārahi kaupapa rangahau pēnei, me ā rātou whakaputanga rangahau o ēnei tau tata.

He aratohu mō te whakakāi i ia wāhanga

Kei tēnei wāhanga he aratohu mō ia wāhanga o ngā mahi whakakāi i te Puka Tono, kia mārama te katoa, kia hāngai pū hoki ki ngā mātāpono o TLRI. E wātea ana tēnei wāhanga ki te reo Māori me te reo Ingarihi.

Kia mārama koe, i a koe e whakakāi 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 te Puka Tono.

I roto i tō tonu, tēnā whakamāramatia ka pēhea te hāngai o tō kaupapa ki ngā whakaarotau o TLRI Whatua Tū Aka mō te tau kei roto ko te rangahau e:

- āwhina ai i ngā whakaarotau mātauranga o te Kāwanatanga
- arotahi ai ki ngā kaupapa whai hiranga rautaki i roto i ngā rāngai akoranga kōhungahunga, kura tuatahi, kura tuarua, mātauranga matua hoki/rānei
- arotahi ai ki te angitu mō ngā ākongā Māori hei Māori.

He whārangi uhi o mua

Kei tēnei wāhanga ngā taipitopito taketake mō te kaupapa e hiahia ana mō tō tonu. Ka āta whiria ngā mōhiohio tuku pūtea i te taha o te roanga atu o te tonu, hei aromatawai mehemea he tika ngā rawa e tonoa mai ana mō ngā rangahau e marohitia ana, me ōna putanga.

⁸ te reo Māori: <https://tlri.org.nz/final-full-proposal-application-form-whatua-tu-aka-te-reo-maori/>
English: <https://tlri.org.nz/final-full-proposal-application-form-whatua-tu-aka-english/>

He tirohanga whānui ki ngā mātāpono o Whatua Tū Aka

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.

Kaupapa Māori: He mātāpono tāhuhu

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 āhuetanga e whakaatu ana i te kaupapa Māori pērā i ngā āhuetanga ā-whānau, ā-kura, ā-hapori, ā-hapū, ā-iwi.

Te wāhanga tuatahi:

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?
 - o He aha ngā kōrero ka kohia, me pēhea koe e kohikohi ai i aua kōrero?
 - o 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 kawe. Ka kitea nuitia te Rangatiratanga i roto i tōna hanga kaupapa mahi tahi 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.

Te wāhanga tuatahi:

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.

Te wāhanga tuarua:

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. Kei te Kōpaki Hua Kaupapa⁹ ngā tūmanako o TLRI mō te tohatoha i ngā hua rangahau ki te ao.

Te wāhanga tuarua:

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?

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

9 <https://tlri.org.nz/wp-content/uploads/2025/05/TLRI-Project-Output-Portfolio-2025.pdf>

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.

Te wāhanga tuarua:

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?

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, ākonga Māori, kaiako, kura, hāpori, 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 (i roto i te tīma, ki te hāpori 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
- 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.

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.

E pōwhiri ana a TLRI i ngā tono i roto i te reo Māori me te reo Ingarihi. Mehemea e whakaaro ana koe ki te tuku i tō tono ki te reo Māori, tēnā whakapā mai ki a mātou ki tlri@nzcer.org.nz i mua i te rā kati hei āwhina i ā mātou hātepe.

Ngā rā matua mō Whatua Tū Aka

Te rā kati i ngā Puka Tono	5pm, Rāpare te 21 o Hereturikōkā 2025
Te whakataui i ngā tono pūtea	Rāmere te 24 o Whiringa-ā-nuku, 2025
Te wā e tīmata ai te pūtea TLRI mō ngā kaiwhiwhi pūtea mō 2025	Kohitātea 2026, 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 Tono ko te **5pm te Rāpare te 21 o Hereturikōkā 2025**.

Tēnā tukua mai tō tono tāhiko ki tlri@nzcer.org.nz (hei aha te tuku kape pepa mai).

- Ka whiwhi mihi poto ngā kaitono mā te īmēra ina tae mai ā rātou tono. Kī te kore tētahi whakaaetanga e tae mai i mua i te 25 o Hereturikōkā 2025, tēnā tukua mai he īmēra ki tlri@nzcer.org.nz, waea mai rānei ki (04) 802 1456.

5. Te tuku mai i tētahi Puka Tono

Submitting a Full Proposal

Te whakakāi i te Puka Tono | Completing the Full Proposal Application Form

Applicants must use the Whatua Tū Aka Application Form when submitting a Full Proposal. The form is available here.¹⁰ The Application Form specifies the page limit for each section. Any information exceeding the page limit will not be considered by the selection panel.

The Application Form contains the following sections to complete:

1. **Cover page:** Provide key details such as the project title, research focus, team details, and requested funding information.
2. **Te wāhanga tuatahi:** Focusing on the overarching principle of kaupapa Māori, and on rangatiratanga.
3. **Te wāhanga tuarua:** Focusing on the overarching principle of kaupapa Māori, and on whanaungatanga, ako, and mana.
4. **Appendix:** Include project team biographies, and expressions of support from your community of interest (e.g., kōhanga reo, kura, whānau, iwi). For principal investigators, the team biographies should include details about their experience in leading similar research projects and their recent research outputs.

Guidance for completing each section

The following section provides step-by-step guidance for completing the Application Form, ensuring clarity and alignment with the Whatua Tū Aka principles. This section is available in te reo Māori and English.

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 Application Form.

In your application, please explain how your project aligns with the TLRI Whatua Tū Aka 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, primary, secondary, and/or tertiary education sectors*
- *focuses on success for Māori learners as Māori.*

Cover page

This section captures basic project details required for submission. 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.

¹⁰ te reo Māori: <https://tlri.org.nz/final-full-proposal-application-form-whatua-tu-aka-te-reo-maori/>
English: <https://tlri.org.nz/final-full-proposal-application-form-whatua-tu-aka-english/>

Overview of principles for Whatua Tū Aka

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: Overarching principle

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.

Te wāhanga tuatahi:

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?
 - o What data will you collect and how?
 - o 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.

Te wāhanga tuatahi:

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.

Te wāhanga tuarua:

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 Three: 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. The Project Output Portfolio¹¹ outlines TLRI expectations for dissemination of research findings.

Te wāhanga tuarua:

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?

Principle Four: 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

¹¹ <https://tlri.org.nz/wp-content/uploads/2025/05/TLRI-Project-Output-Portfolio-2025.pdf>

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.

Te wāhanga tuarua:

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
- 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 (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
- outlines a dissemination plan that will enable the project findings to be shared and have an impact beyond the project.

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 tlri@nzcer.org.nz before the application closing date to assist with our processes.

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

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 Full Proposals is **5pm Thursday 21 August 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 acknowledgement is received by 25 August 2025, please email tiri@nzcer.org.nz or phone (04) 802 1456.



**WHATUA TŪ AKA
TLRI**



Nāu i Whatu te Kākahu, He Tāniko Taku