

MINISTRY OF EDUCATION
TE TAHUHU O TE MĀTAURANGA

Briefing Note: Teaching & Learning Research Initiative (TLRI) 2019 projects

To:	Hon. Jenny Salesa, Associate Minister of Education		
Cc:	Hon. Chris Hipkins, Minister of Education		
Date:	30 November 2018	Priority:	Medium
Security Level:	In Confidence	METIS No:	1169012
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Messaging seen by Communications team:	Yes	Round Robin:	No

Summary

- The Teaching & Learning Research Initiative (TLRI) Advisory Board has chosen six projects to be funded in 2019.
- The Ministry of Education has contracted the New Zealand Council for Educational Research (NZCER) to co-ordinate and administer the fund.
- Unless you would like to make the announcement, the NZCER will make an announcement of the chosen projects on 4 December 2018.

Agree that this Briefing will be proactively released.

Agree / Disagree

Rochelle Barrow
Acting Deputy Secretary
Evidence Data and Knowledge (EDK)

29/11/18..

Hon Jenny Salesa
Associate Minister of Education

4/12/18

Background

1. The TLRI is a government fund established in 2002 for collaborative research about teaching and learning in the early childhood, school and tertiary sectors. It has an annual budget of \$1.556 million (GST exclusive).
2. The desired outcome of the initiative is to support research which will lead to significant improvement in outcomes for learners.
3. Since 2002, NZCER has been coordinating and managing the TLRI fund and research programme on behalf of the Ministry.
4. The TLRI is led by an Advisory Board which provides strategic leadership to the TLRI and makes the final decision about project funding.
5. The Advisory Board is chaired by the Ministry of Education with current members coming from the Ministry, the Education Review Office (ERO), the University of Auckland, Massey University, Otago University and Victoria University of Wellington.

TLRI 2019 projects

6. Six projects have been chosen for funding by the TLRI Advisory Board: one in an ECE and five in a school context.
7. The projects include one on developing teacher data literacy, one to construct a Te Tiriti-based framework for socio-emotional wellbeing in education, and one on engaging with challenging issues through education outside the classroom.
8. The Principal Investigators for the six projects come from the University of Auckland, Massey University, University of Waikato, University of Canterbury, and Victoria University of Wellington.
9. The funding will commence on 1 January 2019, subject to contracts being signed.

Selection process

10. A selection panel of leading researchers from the University of Auckland, Victoria University of Wellington, University of Otago and Te Whare Wānanga o Awanuiārangi assessed research proposals that have been shortlisted by NZCER.
11. The selection panel recommended projects for funding to the TLRI Advisory Board which in turn made the final funding decision. The Chair of the Board is Dr Philp Stevens, GM Analysis, Research and Evaluation, Ministry of Education. The other members of the board are Dr Rae Si'ilata and Prof Stuart McNaughton from the University of Auckland, Prof Lisa Smith (Otago University), Prof Carmen Dalli (Victoria University of Wellington), and Dr Ro Parsons (ERO).
12. The selection process was independently audited by Dr David Hodges, an Education Management Consultant with expertise in governance and tertiary education management.

Key Risks

13. No risks identified.

Next Steps

14. NZCER plan to make an announcement of the chosen projects on 4 December 2018. Please advise if you would like to make the announcement of the chosen TLRI projects for 2019.

Proactive Release

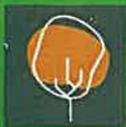
15. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Proactively Released

Proactively Released

Proactively Released

Proactively Released



Media release: Research projects to improve outcomes for learners share \$1.4 million in funding

For Tuesday 4 December 2018

The Teaching and Learning Research Initiative (TLRI) supports partnerships between researchers and educators by funding projects expected to improve outcomes for learners.

This year's funding of over \$1.4 million has been allocated to six projects, one in the early childhood education sector and five in the school sector.

The projects include one on developing teacher data literacy, one to construct a Te Tiriti-based framework for socio-emotional wellbeing in education, and one on engaging with challenging issues through education outside the classroom. All six are briefly summarised below.

The TLRI has been operating since 2003, and this allocation means a total of 151 projects have been funded. The fund has an annual budget of \$1.5 million, available for projects that may run from 1 to 3 years.

The [TLRI](#) is funded by the New Zealand government and administered by the [New Zealand Council for Educational Research](#) | Rangahau Mātauranga o Aotearoa.

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Using narrative assessment to support secondary school teachers' inclusive practices

Investigator: Missy Morton

Partnership: University of Auckland; Kimi Ora Special School, Lower Hutt; St Kevin's College, Oamaru; Te Kura/Correspondence School

Some students with special education needs continue to be invisible in secondary school assessment. This project will encourage and support teachers to be capable and confident working with all students. It will investigate the formative use of narrative assessment to recognise all students as learners. The students at the heart of this project are those working long term within Level 1 of the New Zealand Curriculum.

Funding: \$294,833 over 2 years

Zooming out and zooming in on student data: Developing teacher data literacy to enhance teaching and learning

Investigators: Frances Edwards and Bronwen Cowie

Partnership: University of Waikato; Pukekohe Kāhui Ako.

This project aims to understand how to develop teacher data literacy and a culture of proactive data use to support student learning outcomes. It uses a design-based implementation research approach to explore the nature of effective development and support for teachers as data coaches of their colleagues.

Funding: \$211,664 over 2 years

Data, knowledge, action: Exploring sustained shared thinking to deepen young children’s learning

Investigator: Tara McLaughlin

Partnership: Massey University; Ruahine Kindergarten Association; Victoria University of Wellington.

This project explores teacher-child interactions in play by focusing on sustained shared thinking (SST). International research suggests SST is a critical aspect of effective pedagogy to deepen children’s learning. The research aims to contribute knowledge and practical strategies that strengthen SST to enhance positive outcomes for all children.

Funding: \$265,087 over 2 years

Observing assessment for learning in action: Piloting an observation tool to inform teacher assessment learning and research

Investigator: Mary Hill

Partnership: University of Auckland; Devonport Primary School; Edendale Primary School, Auckland

Assessment for Learning is a process where teachers and students share goals, engage in classroom dialogue and questioning, prioritise appropriate feedback, and include students in all aspects of these teaching and learning processes. Teachers’ use of Assessment for Learning to bring about such assessment capability in their students is critically important. This research will develop a tool that improves teachers’ Assessment for Learning practices with appropriate and targeted feedback.

Funding: \$149,889 over 1 year

Contributing to change? Responding to future-focused issues through education outside the classroom.

Investigators: Andrea Milligan and Sarah Rusholme

Partnership: Victoria University of Wellington; Corinna School, Porirua; Newtown School, Wellington; Island Bay School, Wellington; Wellington East Girls’ College; and informal education provider partners

This project explores how education outside the classroom (EOTC) can enhance the ways students explore and respond to societal and environmental challenges. It will investigate how the cross-curricular themes of ‘future-focused issues’ and ‘active participation’ are conceptualised and enacted through EOTC. The project explores how closer collaboration between teachers and informal educators and stronger connections across classroom and informal learning could support students’ engagement with issues that face them and society.

Funding: \$200,000 over 2 years

Co-constructing a culturally and linguistically sustaining, Te Tiriti-based Ako framework for socio-emotional wellbeing in education: A collaborative project among teachers, whānau, hapū and iwi to enable a holistic approach to education.

Investigator: Letitia Fickel

Partnership: University of Canterbury; Hornby High School; Hornby Primary School, Christchurch; Taumutu Rūnanga, Christchurch

This project takes a Te Tiriti-based approach to socio-emotional wellbeing. It is a collaborative project guided by Kaupapa Māori research principles, involving teachers, whānau, hapū, and iwi. The project aims to support teachers to enhance and sustain student wellbeing in the classroom, through socio-emotional learning (SEL) pedagogy. It will enable teachers to develop and integrate these SEL strategies within their programmes to enhance support for the identities, languages and cultures of their students.

Funding: \$300,000 over 2 years

Media release: 2018 TLRI funding decisions



Background information about the TLRI

The TLRI supports research to improve outcomes for learners

The Teaching and Learning Research Initiative (TLRI) funds research across all sectors of education: early childhood education (ECE), schooling, and tertiary. The desired outcome of the initiative is to support research which will lead to significant improvement in outcomes for learners.

The TLRI aims to:

- build a cumulative body of knowledge linking teaching and learning
- enhance the links between educational research and teaching practices—and researchers and teachers—across ECE, school, and tertiary sectors
- grow research capability and capacity in the areas of teaching and learning.

Projects must address themes of strategic importance to education in New Zealand. These include: deepening our understanding about how we address current inequities in educational outcomes; and creating the teaching and learning processes that will support success for all types of learners in the 21st century.

Projects are undertaken as a partnership between researchers and practitioners. This includes: teachers in kindergartens, early childhood centres, kōhanga reo, and Pasifika language nests; teachers in kura, primary, intermediate, and secondary schools; and lecturers, tutors, and trainers working in post-school settings such as universities, wānanga, polytechnics, private training establishments, industry training organisations, and workplace settings.

Projects need to contribute to improving practice and outcomes for learners. Projects must give priority to dissemination strategies that maximise opportunities for critique and dialogue with the teacher and researcher communities, and that demonstrate their practical application, especially with regard to their potential to impact on learning.

Six projects have been funded in the 2018 funding round

Six projects have been awarded funding in the 2018 funding round. One is in an ECE context, and five are in school contexts. Principal investigators come from five universities: The University of Auckland, Massey University, University of Waikato, University of Canterbury, and Victoria University of Wellington.

Funding will commence on 1 January 2019, subject to contracts being signed.

The TLRI has funded 151 research projects since 2003

The TLRI was established by the government in 2003, and a total 151 projects have now been funded. Each year \$1,555,556 (excluding GST) is available to allocate to projects. Applicants apply for funding up to \$150,000 a year, for projects that may run from 1 to 3 years.

Successful applications go through a two-stage process

Research proposals are assessed in a two-stage process. Stage 1 is an Expression of Interest (EOI) proposal and Stage 2 is a Full Proposal. EOI are shortlisted by a selection panel from the TLRI team at NZCER. Full Proposals are assessed by a selection panel of leading researchers external to NZCER, who have expertise in research methodology and research into teaching and learning. People involved in submitting a proposal may not be part of the selection panel.

This year the panel was:

- Dr Cherie Chu, Victoria University of Wellington
- Associate Professor Alex Gunn, University of Otago
- Manutai Leaupepe, University of Auckland
- Dr Mark Sheehan, Victoria University of Wellington
- Associate Professor Claire Sinnema, University of Auckland
- Pania Te Maro, Te Whare Wānanga o Awanuiārangi

The decisions made by the panel at Stage 2 are independent of the TLRI team at NZCER. The selection panel make a recommendation to the TLRI Advisory Board, which makes the final decisions about project funding.

Proposals are assessed against three criteria

Both EOI and Full Proposals are assessed against three key criteria—strategic value, practice value, and research value.

Strategic value and practice value include the extent to which:

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

Research value includes assessment of the extent to which:

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

Both stages of the process are audited

Stages 1 and 2 of the selection process are subject to independent audit. The 2018 audit was undertaken by Dr David Hodges, an Education Management Consultant with expertise in governance and tertiary education management. He has been a member of a number of NZQA external accreditation panels and is currently an external evaluator for NZQA. David's qualifications include a PhD and a Master of Educational Management (Hons). The auditor concluded that there is sufficient evidence to demonstrate that the documents, processes, and procedures used for the selection of research projects short listed at the 2018 EOI stage of the TLRI are appropriate, clear, valid, consistent, and fair. The audit of the Full Proposal stage is being undertaken on 13 November.

Management and co-ordination of the TLRI

The TLRI Advisory Board is chaired by the Ministry of Education. The Advisory Board provides strategic leadership to the TLRI and makes the final decision about project funding. The current Advisory Board is:

- Dr Philip Stevens (Chair), General Manager, Analysis and Research, Ministry of Education
- Professor Stuart McNaughton, University of Auckland, Chief Education Scientific Advisor to Ministry of Education
- Professor Huia Jahnke, Massey University
- Professor Carmen Dalli, Victoria University of Wellington
- Dr Ro Parsons, Education Review Office
- Professor Lisa Smith, Otago University
- Dr Rae Si'ilata, University of Auckland

The Ministry of Education has contracted the New Zealand Council for Educational Research (NZCER) to co-ordinate and administer the fund. The role of the TLRI team at NZCER 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.

TLRI 2018 funding round: Summary of funded projects

Sector	Principal Investigator(s)	Lead institution	Project title	Funding	Brief description provided by research team
ECE	Tara McLaughlin	Massey University	Data, knowledge, action: Exploring sustained shared thinking to deepen young children's learning	\$265,087	Building on teachers' aspirations to promote high-quality teacher-child interactions in play and support children's communication and exploration, this collaborative project explores the nature of teacher-child sustained shared thinking (SST) in two kindergartens. Internationally, research suggests SST is critical for high-quality pedagogy as a pathway to deepen children's learning. Research also shows SST can be complex and nuanced. To address this complexity, the project uses innovative data tools to investigate periods of teacher-child SST with a focus on extending these powerful interactions. The research aims to contribute knowledge and practical strategies that strengthen SST to enhance positive outcomes for all children.
School	Missy Morton	University of Auckland	Using narrative assessment to support secondary school teachers' inclusive practices	\$294,833	Assessment capable teachers and students drive quality teaching and learning. Some students continue to be invisible in secondary school assessment landscapes and this is particularly the case for students with special education needs. This project focusses on encouraging and supporting teachers to be capable and confident when working with all students in their classes. It investigates the formative use of narrative assessment as an approach to support the recognition of all students as learners. The students at the heart of this project are those working long term within Level 1 of the New Zealand Curriculum.
School	Mary Hill	University of Auckland	Observing assessment for learning in action: Piloting an observation tool to inform teacher assessment learning and research	\$149,889	Assessment capable teachers are critical for the engagement of students as envisioned by the New Zealand curriculum. However, capturing teachers' assessment for learning (AfL) practices in a dependable and trustworthy manner in real settings for formative purposes is challenging. Capitalising on a set of observation protocols developed and evaluated in the US, the goal of this project is to offer a robust tool adapted to the NZ context that can capture teachers' AfL practices for improvement purposes with appropriate and targeted feedback. Teachers, and teacher educator researchers will participate in an iterative process for adapting and evaluating the tool.

TLRI 2018 funding round: Summary of funded projects

Sector	Principal Investigator(s)	Lead institution	Project title	Funding	Brief description provided by research team
School	Frances Edwards & Bronwen Cowie	University of Waikato	Zooming out and zooming in on student data: Developing teacher data literacy to enhance teaching and learning	\$211,664	While teachers and schools have access to an increasing range of data, the challenge is using these data to support student learning outcomes. This project aims to understand how to develop teacher data literacy as a process that involves generating and using data to inform teacher action with classes and individual students, and consideration of the implications of student data collated across a Kāhui Ako. Using a design-based implementation research approach, we will explore the nature of effective development and support for teachers as data coaches of their colleagues as a means of developing a culture of proactive data use.
School	Letitia Fickel	University of Canterbury	Co-constructing a culturally and linguistically sustaining, Te Tiriti -based Ako framework for socio-emotional wellbeing in education: A collaborative project among teachers, whānau, hapū and iwi to enable a holistic approach to education	\$300,000	This project will develop a co-constructed transferable framework of culturally and linguistically sustaining socio-emotional learning (SEL) pedagogies among teachers, students, whānau, iwi, hapū and community. It will enable teachers to develop and integrate these SEL strategies within their teaching and learning programmes that enhance support for the identities, languages and cultures of their students. This will be achieved through a participatory action research methodology aligned with and mutually informed by Kaupapa Māori Research methodologies. The project outcomes will be suitable for SEL in family and community contexts, and inclusive of the bicultural context of Aotearoa New Zealand.
School	Andrea Milligan & Sarah Rusholme	Victoria University of Wellington	Contributing to change? Responding to future-focused issues through education outside the classroom.	\$200,000	This project explores how education outside the classroom can enhance children and young people's exploration of, and responses to, significant societal and environmental challenges. Working with four primary and secondary teachers, and 12 informal educators, this two-year collaborative action research project investigates how the cross-curricular themes of 'future-focused issues' and 'active participation' are conceptualised and enacted through education outside the classroom. The project explores how closer collaboration between teachers and informal educators, and stronger connections across classroom and informal learning experiences, could support children and young people's critical, creative and democratic engagement with issues that face them and society.