MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Teacher-led Innovation Fund

Guide

...innovation floats on a sea of inquiry and curiosity is a driver for change
-Timperley, Kaser & Halbert

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Introduction

The Teacher-led Innovation Fund is an investment that supports and models collaborative inquiry as a discipline for innovation within and across learning organisations.

Innovative projects involve inquiring into new teaching practices, or applying existing practices in new contexts, and investigating in a systematic way whether they result in improved learning outcomes.

There are two key outcomes sought from TLIF:

- Development of innovative teaching and learning practices.
- Sharing the findings and learning from inquiry projects so others can test promising innovative practices in their own context.

Who is this guide for?

This guide is for groups of primary and secondary kaiako/teachers in state and state integrated kura/schools in Aotearoa New Zealand, and certificated kaiako/teachers in early learning services and kōhanga reo, including those holding Tohu Whakapakari, who are interested in applying for funding to systematically investigate, develop and share innovative and effective teaching practices. This guide provides information about:

- the Teacher-led Innovation Fund
- the processes for applying for that fund/pūtea
- the criteria for selection
- professional learning and support.

The Ministry of Education has worked extensively with sector groups including PPTA, NZSTA, NZEI and focus groups of teachers and principals in the development of the Teacher-led Innovation Fund, and wishes to acknowledge their contribution. Since the first funding round in 2015, this guide and associated materials have been revised and updated to reflect feedback from the selection and monitoring panel, and from TLIF project teams.

Enquiries

For all enquiries related to the Teacher-led Innovation Fund, contact 0800 0800 437 4636 or email teacherled.innovfund@education.govt.nz.

Benefits of the Teacher-led Innovation Fund

The big goal of the Teacher-led Innovation Fund is to raise the level of effective teaching across our system. We want to increase the pace of innovation and spread of effective practice so we can make a bigger positive difference for ākonga/students, more quickly. Conversely, we need to quickly learn what is not effective – and share that knowledge across the system too.

The fund enables kaiako/teachers to inquire into practice and share knowledge in order to improve ākonga/student learning outcomes, particularly for individual and groups of learners who are not yet making the progress their teachers and their whānau want for them.

Ehara taku toa i te toa takitahi, engari he toa takitini
A whakatauākī used to refer to the collective effort necessary for the success of a project

Taking part in an innovative Teacher-led Innovation Fund project will give you experience in developing new knowledge, and modelling new practice for your profession. The Teacher-led Innovation Fund gives you the chance to undertake professional learning that will help you make changes to how you work as a kaiako/teacher – to enhance your effectiveness, and make a positive difference to the learning and achievement of our tamariki.

Three Fields of Knowledge

Source: Jackson & Temperley in Professional Learning Communities. Divergence, Depth and Dilemmas. (2007) Open University Press. Edited by Louise Stoll & Karen Seashore Lewis.

As a professional, you will get the opportunity to work on an innovative kaupapa with your peers, in a structured way, supported by the expertise you need.

A Teacher-led Innovation Fund project will give you the chance to build on what is known, innovate, learn fast and adapt your practice. You will develop and cement ongoing collaborative inquiry relationships with your peers who are working on the same challenges of practice.

In a collegial environment of whanaungatanga, you will get to share your knowledge and learn from others (teachers and experts) – exemplifying the notion of ako and the value of tuakana/teina learning. This will strengthen your adaptive expertise, for example, your ability to draw on your knowledge to explore new solutions and new ways of doing things.

Theory of improvement

Figure 1 describes the theory behind the Teacher-led Innovation Fund, and outlines specific benefits for participating kaiako/teachers as they collaborate.

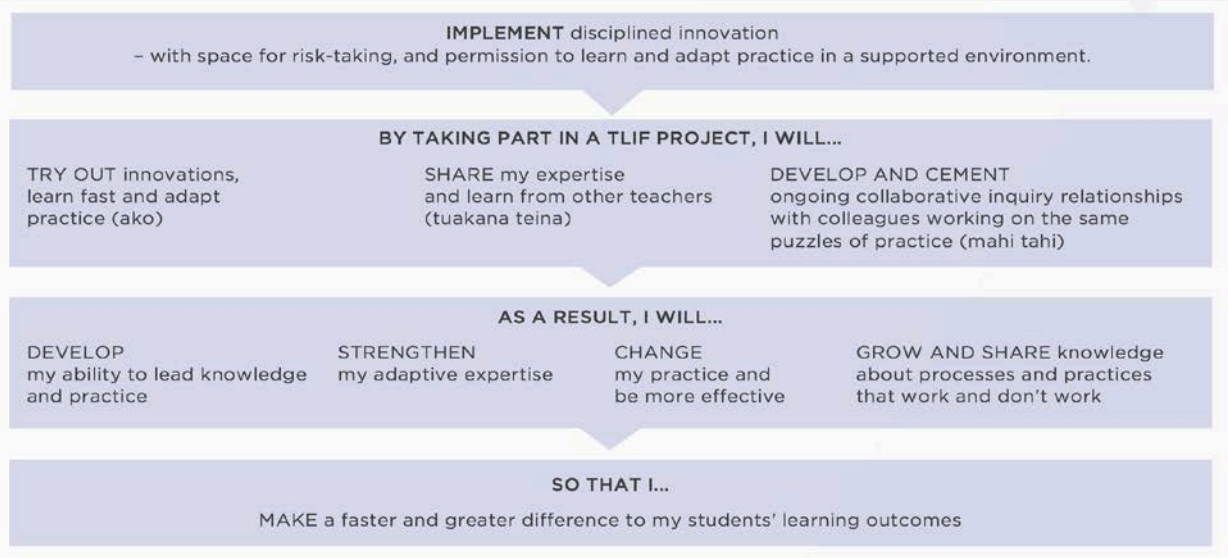


Figure 1: Theory of improvement

Project design

What is the Teacher-led Innovation Fund?

The Teacher-led Innovation Fund is a pūtea of $18 million over five years, administered by the Ministry of Education for groups of teachers/kaiako to develop innovative practices in order to improve learning outcomes.

> Next practices – emergent innovations that could open up new ways of working – are much more likely to come from thoughtful, experienced, self confident practitioners working in partnership with other professionals and collectively trying to find new and more effective solutions to intractable problems.
>
> (Charles Leadbeater The Innovation Forum: Beyond Excellence IDeA, 2006)
>
> [Collaborative inquiry means] the team works together to systematically critique and evaluate their innovation to determine what practices work and why and in what contexts.
>
> (Robyn Baker, Chair Teacher-led Innovation Fund panel, 2018)

The purpose of the Teacher-led Innovation Fund is to provide funding for small groups of teachers/kaiako to explore something new in their practice that they think will help a specific group of learners.

Design requirements

Applicants are invited to design an innovative project that uses collaborative inquiry as a process for noticing, recognising and responding. Each project must involve:

1. a small group of three or more teachers / kaiako (from a recommended maximum of three settings) who want to better understand why their current practices are not yet making the difference that they and whānau want for specific learners and then use a collaborative inquiry method to try new practices, adapting these practices as they regularly monitor their impact
2. a minimum of two inquiry cycles per project. This will enable the planning and implementation of an inquiry where changes can be made in light of initial findings and further testing of the innovation before sharing more widely
3. a recommended maximum timeframe of four terms (i.e. 12 months)
4. a partnership with an external inquiry expert who will act as a Critical Friend to the project team, supporting the team with the design, implementation, data collection and analysis, and reporting
5. a plan for sharing the learning and findings.

In Round 5 (2019) we are particularly interested in how the design of local curriculum can support rich learning opportunities and new teacher practices that will engage, motivate and impact positively on learner outcomes so that they:

- understand their community as a system with social, cultural, political, and economic dimensions
- apply their learning in authentic contexts
- experience belonging to the wider community
- learn from and with role models that they can look up to and respect and who believe in them
- be recognised for their contributions as community members.

You may want to utilise the Local Curriculum Design Toolkit | Rapua Te Ara Tika to guide your collaborative inquiry. This tool supports you to design a local curriculum.

Eligibility criteria

All kaiako/teachers in state and state integrated kura/schools and Communities of Learning | Kāhui Ako in Aotearoa New Zealand are eligible to apply, as are certified kaiako/teachers in licensed early learning services and kōhanga reo, including those holding Tohu Whakapakari. Funded projects must meet the following eligibility criteria:

- Align to the purpose of the fund i.e. develop innovative teaching practice and share what works.
- Be led by a teacher who is in a teaching position and is actively working on the project.
- Meet the design requirements (listed above).

Whāia te mātauranga hei oranga mō koutou
Seek after learning for the sake of your well-being

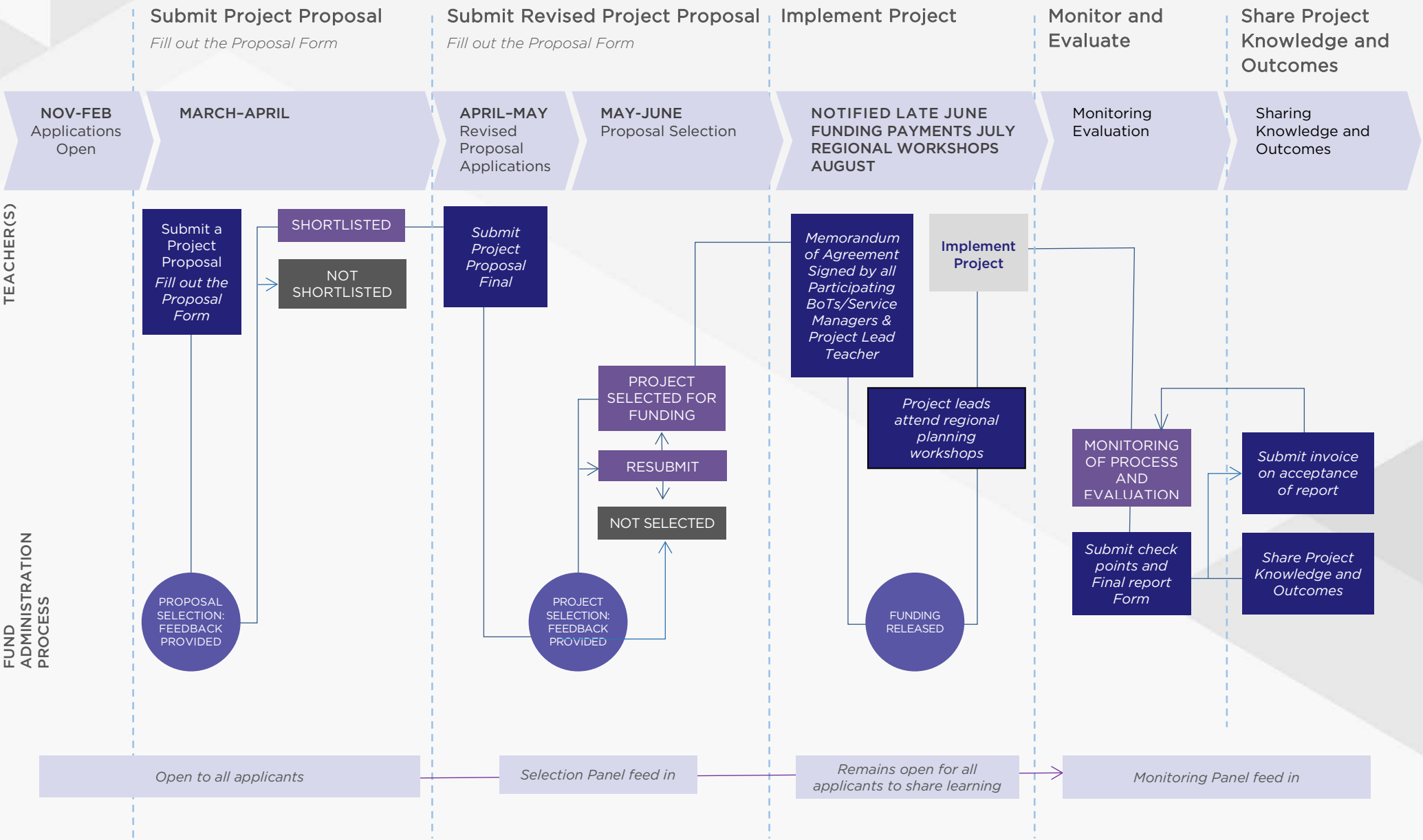
Evaluation criteria and weightings

Proposals will be considered by the independent selection panel as soon as possible after the project proposal closing dates. The proposals will be evaluated using the following criteria.

CRITERIA	DESCRIPTION	WEIGHTING
OVERVIEW Overall understanding of purpose	Demonstrated understanding of the intent and purpose of the project and of the fund by: • linking the purpose of the innovative project strongly to the purpose of the fund (Refer Guide for purpose and definition of innovative projects) • clearly identifying the need to be addressed using a range of relevant evidence • describing the innovative practice selected, including details of why this practice is likely to be worth pursuing and effective • understanding the needs of students who are involved in the innovation.	30%
COLLABORATIVE INQUIRY & PRACTICE Experience and capability of the proposed team	Demonstrated experience and capability by: • showing that the innovation is teacher-led and describes the collaborative approach among teachers • providing details of external expertise to be engaged and how they will contribute to the project team.	20%
METHODOLOGY & DESIGN	Demonstrated understanding of the inquiry process reflected in the proposed methodology and design: • provides a clear action plan that describes the actions, the data that will be collected to determine shifts in teacher practice/s and outcomes for learners, illustrating how the inquiry question/s will be addressed • ethical considerations are described.	20%
IMPACT Monitoring and evaluation	Project plan demonstrates knowledge and understanding of research and evaluation design that will provide high quality information: • describes how you will know that your innovation has made a different to teacher practice/s and student learning and well-being • shows that the innovation has the potential to be used in other education settings and how the team plans to share findings and learning within the school/kura/service/Community of Learning | Kāhui Ako, and regionally and nationally.	20%
Costings	Total budget and breakdown of the budget under the headings requested: • budget aligns with project plan and is appropriate for the scope and scale of the project.	10%

Table 1

Step-by-step guide to how the process for the fund works



Process for this funding cycle

Each stage of the 2019 cycle is decribed below. The section Guidance for designing an innovation project provides details on developing a proposal and follow the evaluation criteria and proposal template. Refer to additional guidance and other project stories on the TLIF website (http://www.education.govt.nz/teacher-led-innovation-fund/).

Submit project proposal

The Teacher-led Innovation Fund has a one stage application/tono process with two distinct phases. You can see the phases in the Step-by-step guide on page 7.

Kaiako/teachers should discuss their application with their principals and boards of trustees, or ECE head teacher/service manager.

An independent selection panel will assess and provide feedback on applications at both the short-listing phase and at the final selection phase.

PHASE ONE: PROJECT PROPOSAL

The timeline at this initial phase is long as it spans the school summer holidays. It allows approximately four weeks at the end of 2018 and four weeks early in 2019 to collaborate with colleagues to think about a productive focus for an inquiry and develop a proposal.

Proposals are either shortlisted or unsuccessful.

PHASE TWO: PROJECT PROPOSAL; REVIEW AND RESUBMIT

If you have been shortlisted in Phase One, you have the opportunity to take account of panel feedback and submit a revised proposal. Additional information may be requested at this stage. You should consider the likely need for checkpoint reporting and outline this in your proposal with your process for ongoing monitoring and reporting.

A four-week timeframe is set aside for the revision of short-listed proposals if required.

Implement project

Once the project proposal is accepted, project teams receive funding to implement their proposed kaupapa (via a Funding Agreement with the Lead Kura/School/ECE Service).

Regional planning workshops will be held in August/September 2019. The purpose of the workshop is to collaboratively prepare a detailed action plan. This will include identifying the ways the team will track progress throughout the implementation of the project. The updated action plan will be appended to the Funding Agreement. The project leader and the external inquiry expert - the Critical Friend - are expected to attend a workshop. Funds for attendance will be included in the Funding Agreement.

Check point reports describing progress will be required across the duration of the project.

Note: The Ministry will work with you if circumstances arise that impact on timing or ability to complete your project.

Monitor & evaluate

Monitoring and evaluation occurs by:

- internal tracking and monitoring by the project team (template available when projects commence)
- independent monitoring panel response to checkpoints
- independent review of project team's final report by monitoring panel
- contact between Ministry's Fund Administrator and project team, as and when required, particularly important if unforeseen circumstances arise and impact on the project.

Checkpoint reports will be required, at least every six months (January and June). These reports allow kaiako/teachers, the Ministry and the monitoring panel to review progress and identify emerging patterns and issues. The selection panel will make the final decisions on the need for

such reports, on a case- by-case basis. All project teams will be required to complete a final project report.

The monitoring panel will review the final project report based on the evidence presented. This evidence should allow robust conclusions to be drawn by the project team and by the panel.

Sharing knowledge and outcomes

The project team, the monitoring panel, and the Ministry will consider effective ways of sharing the learning from projects with other educators.

Co-ordinating the process

The Ministry will support the management and administration of the application, selection and monitoring processes. If any urgent matters arise during the project, please notify the Fund Administrator directly.

Regional Ministry office staff and sector groups will be advised of projects within their respective regions and may ask project leads to share their project.

Selection/Monitoring Panel

Selection and monitoring panels have been established to select applications against agreed criteria – then monitor and review projects in relation to the purpose of the fund.

Knowledge and experience of the panel members collectively include:

- experience across the education sector in the education of Māori and Pacific ākonga/students, as well as those with special education needs, and those from low socio-economic backgrounds
- knowledge and experience of educational practice, including innovative practices that meet the needs of Māori and Pacific ākonga/students, as well as those who require disabled or learning support and those from low socio-economic backgrounds
- knowledge of current research evidence
- knowledge of effective practice-based inquiry
- knowledge of innovation processes
- experience on similar panels
- experience in English-medium and/or Māori-medium curricular contexts
- knowledge of current educational research about effective teaching practice
- knowledge of measurement and evaluation approaches for assessing the value and quality of effective teaching practice
- experience in mobilising knowledge, practitioner research and learning.

He ao te rangi ka uhia, he kai te whare wānanga ka tōroa
The food of knowledge leads to extended sessions in the house of learning

Guidance for designing an innovative project

Defining innovative projects

Innovative projects involve inquiring into new teaching practices, or applying existing practices in new contexts, and investigating in a systematic way whether they result in improved learning outcomes.

Pihi kau ake te whakaaro pai, hauhake tonu iho
A good idea should be harvested immediately

Research suggests that there are certain conditions that support innovation at school level. One of these conditions is having the space to take risks and adopting the mind-set that innovations cannot realistically be expected to succeed 'at all costs'. This means that tolerating risk and failure is critical to the learning process – as part of a cyclical process of development. However, notwithstanding the tolerance for risk-taking, we must remember that ākonga/student welfare/hauora is paramount at all times.

There will be situations where an innovative project does not progress as planned or is clearly not delivering the intended outcomes. It is important, therefore, to take an iterative approach to the inquiry and development of solutions so that 'failure' can be viewed as learning – to be built on quickly, rather than being regarded as the end of the road. Formal, ongoing monitoring and evaluation will support this iterative process and allow for feedback to be incorporated quickly.[1]

We need to find ways to implement effective practices more inclusively and more effectively for diverse learners. At the same time it is apparent that we also need significant innovation, to identify ways to meet the needs of ākonga/students where current practices are unlikely to be sufficient.

You know your learners and you know your craft; this is your chance to lead the way forward. Me haere whakamua tātou.

Preparation

Many of the previous TLIF projects have used the following steps adapted from *A framework for transforming learning in schools: Innovation and the spiral of inquiry* (Helen Timperley, Linda Kaser and Judy Halbert. April 2014) and refined in the Local Curriculum Design Toolkit | Rapua Te Ara Tika Collaborative Inquiry tool.

The steps follow an inquiry approach and will support you to systematically think about your approach to innovation. The first three inquiry phases relate to what you have already noticed and recognized about your practice. You may find the Overview prompts help to initiate your thinking about whether this fund can help you test your innovative design thinking.

1. Scanning: What's going on for our learners/ākonga?
2. Focussing: What's going to make the biggest impact?
3. Developing a hunch: What's leading to this situation?

The next three phases link to the innovation project design.

4. Learning: What do you need to learn? How will you design new learning?
5. Taking action: What will you do differently?
6. Checking: Have we made enough of a difference?

You may find the guidelines for Collaborative Inquiry in the Local Curriculum Design Toolkit | Rapua Te Ara Tika, or these prompts related to the spiral of inquiry, useful.

[1] For example Albury, D. (2011) Creating the Conditions for Radical Public Service Innovation; and Promoting Transformative *Innovation in Schools* Futurelab, 2008 from www.futurelab.org.uk

Overview

The following prompts may help you describe what you have noticed is going on for your learners/ākonga and why, and what research or observations have lead you to think that the practices you want to change will make the biggest positive impact. You may have observed something and then looked into the data to see if it is a pattern or trend. Or you may have noticed it in the data first and then observed it in practice. Either way you will need to explore your observations and data. What are you grappling with in terms of your daily interactions with learners and their learning?

- Is it learner engagement in curriculum, their resilience, or willingness to take risks?
- Is there a group of learners in your class who are not yet accessing the depth and potential of our curricula and growing their learning dispositions?
- Is there a group of ākonga/students whom you have not been able to help make adequate progress using your current teaching strategies?

Nō te mana Māori, te reo Māori me ngā tikanga Māori te angitu Māori[15]
Language, identity and culture are crucial to Māori enjoying education success as Māori

You may need to enrich the data you have before you can decide what action to take. Ask your ākonga/students, whānau and community:

- what they would most like to be done differently to improve learning in the classroom or kura/school
- whether they have some ideas about how they could help you inquire and respond.

What have other people already found out that might be a promising lead to explore?

- Are your colleagues also grappling with similar challenges for learners? Do you talk about what you could change?
- Is there research to guide you? Is there a body of knowledge already available to support your inquiry?

How does this link to other work in your setting?

- How does this link to the strategic direction of your setting?
- What individual and collective expertise does your project team have? (This will help you think about who else needs to be involved – this could be an internal or external person.)

Those with a growth mind-set see value in tasks that allow them to improve their skills or understanding – and failure as an opportunity to improve – *(Dweck 2010)*

Collaborative inquiry and practice

Kura/schools, early learning services, ngā kōhanga reo, and Kāhui Ako are encouraged to work with each other and with tertiary organisations in order to support learning pathways for children and young people.

There are many inquiry frameworks in our system that will help you frame and action your inquiry, with short cycles that enable you to quickly test if your innovative practice is promising and will lead to your longer term outcomes for your learners.

The fund supports collaborative inquiry, the conversations you and your colleagues have regularly around the evidence of impact i.e. what happened to learner engagement, to learner productive outcome, to learner collaboration when you changed your practices? What did they say and do? Yes, you will have longer term indicators of success, but innovation needs to have a critical lens from the beginning and regularly, so that you and your colleages can assess and adapt.

Collaborative inquiry requires a leadership role, supported by principals, tumuaki and centre

managers, to make sure that teachers have the conditions to systematically critique/ and evaluate their innovation to determine what practices work and why, and in what contexts. Leaders also need to ensure teachers have the opportunities to share their findings.

USE OF EXPERTS/CRITICAL FRIENDS

The Teacher-led Innovation Fund provides for the use of a range of experts. When you have decided on your innovation inquiry, and what expertise you already have within your project team, you will need to decide on what additional expertise you require either within the team or as an external adviser. This could include, for example, academics with specialist knowledge, researchers with expertise in teacher inquiry, PLD providers, innovation coaches, and/or people who are matatau in kaupapa Māori, mātauranga Māori, tangatawhenuatanga, or te reo Māori me ōna tikanga. Funding is available for this expertise.

Consider the following:

- It is important that any experts you use are able to provide strong support and clearly understand that their mahi is a support and partnership role – to tautoko the kaupapa, not lead it. It is important to the integrity of the Teacher-led Innovation Fund that projects are teacher-led, but well-supported as appropriate. The external experts may be a member of the project team or might provide input at identified stages in the project.
- Once you have decided on the concept, decide who is best placed/best skilled to support the design and implementation of your project. Talk to colleagues about what they have found useful in working with experts. Proposals written by experts will not be accepted, however you can draw on their support (if needed) to develop your proposals.
- It is essential that your project team includes someone with inquiry and/or innovation expertise to help add rigour to the investigation/rangahau. This person will act as the Critical Friend to the project team.The inclusion of this expertise within your team ensures that any conclusions you draw from your inquiries are valid, and that generalisations can be made about whether this practice is likely to be successful in other settings. Valid claims are those that are justified by argument or evidence[2].
- Your project kaupapa may require the kind of expertise you would find within your school/services community; for example, expertise in tikanga or whakawhanaungatanga (for example, cultural knowledge or the ability to help build networks).
- A range of expertise may be required to support each project, for example, data analysis, innovation coaching, community leadership.
- Decisions about what kind of expertise is needed should be made on a case-by-case basis by the kaiako/ teachers submitting the proposal.
- Experts may not necessarily be from traditional educational settings, but you do need to identify the skills that they offer your project.

Projects will be subject to a robust evaluation. Experts must therefore be able to provide support for internal monitoring and review, which includes supporting the validity of claims, such that the external monitoring panel can conclude that the findings are sound.

Methodology and design

Projects will follow a rapid cycle methodology. This means a short term, small scale inquiry that can be improved and re-tested before the innovation is spread more widely. Projects should be structured to include a minimum of two rapid inquiry cycles per project, with a recommended maximum timeframe of four terms (i.e. 12 months). This will ensure projects can learn fast, fail fast, improve fast and spread fast.

LEARNING PATHWAYS

Creating coherent learning pathways for seamless education is important. To this end, working across a Kāhui Ako and working with tertiary partners, and business and community organisations

[2] Fay, B. (1996). Contemporary philosophy of social science: A Multicultural Approach. Oxford, UK: Blackwell.

(where relevant to the project) is encouraged. Teachers/kaiako and schools/kura/services are therefore encouraged to engage and work with other relevant organisations, as and when appropriate. However, it is important that the project remains teacher-led, not driven by researchers or other external experts.

As represented in Figure 2, we need to be mindful about:

- keeping the tamaiti and their whānau as our focus i.e. te ira tangata principle in Te Aho Matua[3] – giving due consideration, in a holistic way, to their physical, mental, emotional and spiritual needs, as they traverse the different learning pathways
- validating each ākonga/student's language, culture and identity, to demonstrate that culture counts i.e. te reo (including ngā reo ā-iwi), te tuakiri me te ahurea – thus giving effect to another principle in Te Aho Matua i.e. ngā iwi, emphasising the importance of whakapapa and community responsibility towards our tamariki, so that they can make sense of their world and find their place in it.

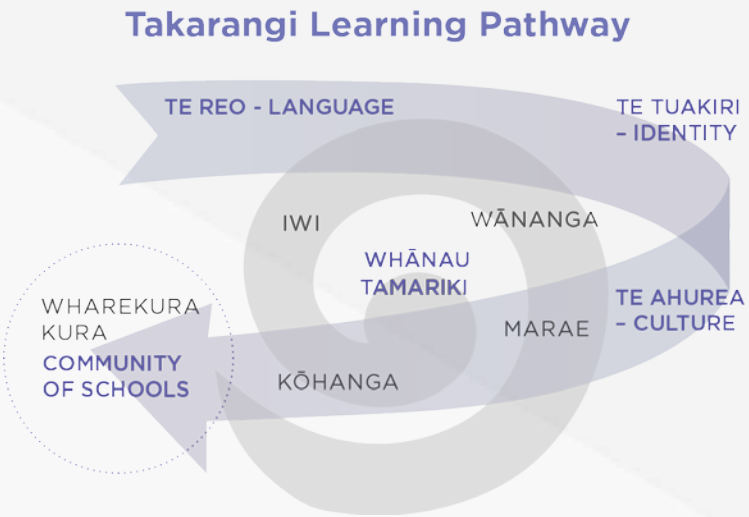


Figure 2: Takarangi Learning Pathway

ETHICS

You need to ensure that your project (from planning through to the sharing of project knowledge and outcomes) protects the safety, rights, dignity and well-being of all those involved. Essentially, you will need to ensure that no harm occurs to the participants, yourself, or to anyone else as a result of your project and that privacy is protected. A guide on dealing with ethics in your project is provided in Appendix A. In the Proposal you need to outline how you will approach ethical issues and the processes that you will use if an ethical issue arises during the course of the project.

The Ministry is interested in shared ownership of the project reports, so that it can mobilise the learning from the projects to other educational contexts.

Therefore, one condition of funding will be that the Ministry and other Kāhui Ako/kura/schools/services can use any project material or reports to disseminate the learning to others. The Funding Agreement, signed by the project lead teacher and school board of trustees or service manager, will stipulate this as a condition for receiving pūtea/funding.

Impact

Monitoring impact is the systematic collection, analysis and reporting of trends and changes over time. It involves developing a set of short, medium and long-term indicators that, when measured and reported, allow a story to be told about the impacts and outcomes of a project or initiative. Monitoring impact is an essential part of ensuring that innovation does not result in negative outcomes – and, if so, that the project is changed or stopped before harm is done. This applies to any innovation but is especially important when innovation involves ākonga/students.

Project evaluation is carried out in two ways – by the project team and by the independent monitoring panel. The monitoring panel will consider the robustness of the conclusions drawn by the project team.

In your proposal you will need to outline your approach to monitoring and evaluation like what

[3] Statement of Māori cultural and spiritual beliefs and values that underpin teaching and learning in Kura Kaupapa.

mechanisms you will use to ensure that your process is on track to meet the end goal, i.e. innovative and effective teaching and learning that improves ākonga/student outcomes.

Your innovative project should draw on a range of evidence. You will need evidence for your rationale in undertaking the project and evidence of the impact on learners.

For example, evidence could include information on progress towards valued student outcomes; demographics; school culture; student well-being/hauora; teaching and leadership practices; Māori students enjoying success as Māori (as in Ka Hikitia[4]); inclusive practices; cultural competencies of staff (as in Tātaiako[5]); student attendance; whānau engagement; student voice; school structures and processes; teacher appraisal; and culturally responsive learning contexts.

Overall programme evaluation has been carried out by the Ministry of Education.[6] You can read the evaluation report on the Education Counts website.

Wharemoa te rākau, ka mahue
A whakatauākī recommending that a faulty product be cast aside

WIDER SHARING OF PROJECT LEARNING

Teachers undertaking research are often more disposed to engage with external evidence to support their inquiry than those who are not.[7]

Start thinking about how you can use the kaiako/teachers, experts and hapori/communities involved in your kaupapa to share the project learning to wider educational settings.

The Ministry will help build alliances with networks, to assist in mobilising and sharing knowledge/learning.

We want your help with this because, as Andreas Schleicher from the OECD noted on his visit to Aotearoa New Zealand:

I have been impressed by the dynamism in the New Zealand system and the strong role that schools are taking to shape educational development. New Zealand seems a system that successfully combines a high level of professional autonomy with a collaborative culture within schools…

In my view, New Zealand needs its best teachers and its best schools to provide the expertise and resources for all teachers to update their knowledge, skills, and approaches in light of new teaching techniques, new circumstances, and new research; it needs its best teachers to help other teachers to get on top of changes made to curricula or teaching practice; and it needs its best school principals to enable other schools to develop and apply effective strategies.

But knowledge is very sticky, particularly in a highly competitive school system. Knowledge of strong educational practice tends to stick where it is and rarely spreads without effective strategies and powerful incentives for knowledge mobilisation and knowledge management. That means New Zealand will have to think much harder about how it will actually shift knowledge around pockets of innovation and better align resources with the challenges.

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4 http://www.minedu.govt.nz/theMinistry/PolicyAndStrategy/KaHikitia.aspx

5 http://www.teacherscouncil.govt.nz/required/tataiako.stm

6 Note: Information collected may be used by the Ministry for administrative purposes and/or research and evaluation purposes.
Note: There may be scenarios where tools are not readily available to measure/assess the impact of your innovative project on student outcomes. In such cases, your project may require the help of experts to develop appropriate measures.
Note: If you cannot find a valid way to measure/assess the impact of your innovation, then it is unlikely that your proposal will succeed in obtaining funding.

7 *Using Evidence in the Classroom: What Works and Why?* National Foundation for Educational Research (NFER) 2014

Costings

USE OF THE PŪTEA/FUND

- Funding allocated must align with the purpose, scope, scale and expected benefits of the project. Evidence from similar funds indicates that small projects are easier to manage and get results.[8] This finding is reflected in TLIF with smaller projects having a greater chance of being selected for funding than the larger. A project budget of up to $80,000 is recommended.
- The selection panel reserves the right to negotiate funding, on a case-by-case basis, if:
  - successful applications to the fund are oversubscribed
  - the budget submitted is inappropriate for the project
  - the request for funding is unclear.
- Because the fund is finite, some applications will be unsuccessful. In these cases, the selection panel will, in its decision-making, try to find the right balance between fairness of individual projects and value to the education system. In their feedback to applicants, the panel will also signal opportunities to apply in subsequent rounds.
- Projects can extend across three funding years, which will impact on the amount of funding available in the final round.
- The Ministry reserves the right not to accept any proposals.

The use of funding will depend on the nature of the project. The pūtea can be used for:

- kaiako/teacher release time
- engaging experts outside the teacher-led group
- purchasing resources to assist with the project e.g. student maths equipment, new software (but excluding capital expenditure such as computers)
- expenses for attending a planning workshop at the outset of the project
- other costs directly related to the project e.g. travel, catering for hui over mealtimes, school administration etc.

Receipts should be retained for auditing purposes.

PREPARING COST ESTIMATES

Teacher reliever rates

The current maximum gross day relief rate for secondary school teachers is $318.42 per day.

The current maximum gross day relief rate for primary school teachers is $313.79 per day.

The current maximum gross day relief rate for area school teachers is $312.60 per day.

The current KTCA short-term reliever rate is capped at a maximum daily rate of $278.34 (inclusive of 12% annual leave); and an hourly rate of $34.79 (inclusive of 12% annual leave).

Early Childhood Education Collective Agreement of Aotearoa New Zealand has a short-term reliever rate. The maximum hourly rate payable is $25.15.

Please note that the rates above exclude employer superannuation contributions (3% if this is to be included) or employer ACC levy (an additional 33c for every $100 of gross earnings if this is to be included).

Expert costs

It is not possible for the Ministry to provide specific guidance on determining the costs of external experts. When you have decided that your concept is worth pursing and what expertise you already have within your project team, you will need to decide on the nature of any additional expertise required.

[8] Quality Education Fund Hong Kong http://www.qef.org.hk/

He uhi, he taro, ka taka te piko o te whakairo
A whakatauākī highlighting the importance of having the necessary expertise, or tools, to complete a project

FUNDING AGREEMENT WITH KURA/SCHOOLS/SERVICES

All boards of trustees of those kura/schools involved in funded projects, or Service Managers, will sign a Funding Agreement with the Ministry.

The project lead teacher will also sign the Funding Agreement, as they will be responsible for monitoring the use of funds in the ways agreed for the project.

The project team, together with the principals/board of trustees/ECE head teacher or service manager concerned, will determine which kura/school/service will be the fund holder.

The kura/school/service nominated to be the fund holder will disburse the funds according to the terms of the Funding Agreement.

... innovation floats on a sea of inquiry, and curiosity is a driver for change
– Timperley, Kaser & Halbert

Professional support and resources

There are a number of resources that support innovation. We have provided some supporting information on the Teacher-led Innovation Fund website. You may find it worthwhile going back into the curriculum documents and exploring the intent of the curriculum or the Best Evidence Synthisis to explore what works for whom when and why. There is also a reference list at the end of this section.

Kia tū rangatira ai ā tātou tamariki
So that our children can stand tall as leaders

Best Evidence Synthesis

WHAT WORKS AND MAKES A BIGGER DIFFERENCE

Our education system has trustworthy evidence about what works and what makes a bigger difference in education. We encourage you to make use of this information as you consider your project concept.

You will also notice gaps in the research literature, which might suggest an opportunity for you to create new knowledge.

The touchstone of the Best Evidence Synthesis (BES) programme is its focus on explaining and optimising influences on valued outcomes for diverse (all) learners. See links below.

- Best Evidence Synthesis (BES) programme
- Best Evidence Synthesis findings (BES A3) and exemplars.
- The Best Evidence Synthesis and cases

Further to BES, the Education Counts website provides links to trustworthy international research and international websites of interest.

'BES What Works Spotlights' provide more evidence of what works to help advance valued outcomes in education.

The Education Counts website also brings together a range of resources designed to help counter

[9] Dr Pita Sharples, Associate Minister for Education, in a speech on 5 October 2010 to launch Te Piko o Te Māhuri about the key attributes of successful Kura Kaupapa Māori

bullying in educational practice.

Suggested professional reading

The following literature may be useful as you conceptualise and plan your innovative project.

- Albury, D. (2011). *Creating the Conditions for Radical Public Service Innovation, and Promoting Transformative Innovation in Schools*. Futurelab, 2008 from www.futurelab.org.uk.
- Dumont, H., Istance, D., and Benvides, F. (2010). *The Nature of Learning. Using Research to Inspire Practice. Innovative Learning Environments Project*. Practitioner Guide OECD 2012.
- Dweck, C. (2006). *Mindset: The New Psychology of Success*. New York: Ballantine Books.
- Dweck, C. (2012). *Mindset: How You Can Fulfill Your Potential.* London: Constable & Robinson Limited.
- Earl, L., & Ben Jaafar, S. (2009). *Building and Connecting Learning Communities: The power of networks for school improvement*. Thousand Oaks, California: Corwin Press.
- Education Council (2015). *Five Thinkpieces*. Wellinton: Education Council.
- Fay, B. (1996). *Contemporary Philosophy of Social Science: A multicultural approach*. Oxford, UK: Blackwell.
- Hannon, V. with Peterson, A. (2017). *Thrive: Schools reinvented for the real challenges we face*. London: Innovation Unit Press.
- Hattie, J. (2009). Visible Learning. Routledge.
- National Foundation for Educational Research (NFER) (2014). *Using Evidence in the Classroom: What works and why?*.
- Robinson, V. M. (2018). *Reduce Change to Increase Improvement*. Thousand Oaks, California: Corwin.
- Timperley, H. (2015). *Professional Conversations and Improvement-Focused Feedback: A review of the research literature and the impact on practice and student outcomes*, prepared for the Australian Insitute of Teaching and School Leadership. Melbourne: Australian Institute for Teaching and School Leadership.
- Wagner, T. (2008). *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can Do About It.* New York: Basic Books.
- *Next practice' in education: a disciplined approach to innovation*. Valerie Hannon

CURRICULUM AND INQUIRY

- Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.
- Ministry of Education (2008). *Te Marautanga o Aotearoa*. Wellington: Learning Media.
- Ministry of Education (2017). *Te Whāriki*. Wellington: Ministry of Education
- Education Review Office (2016). *School Evaluation Indicators*.
- *Seminar Series 234 – A framework for transforming learning in schools: Innovation and the spiral of inquiry,* Helen Timperley, Linda Kaser and Judy Halbert. April 2014.
- *Spirals of Inquiry* Judy Halbert & Linda Kaser

INNOVATIONS IN LEARNING WITH DIGITAL TECHNOLOGIES

- Fullan, M. & K. Donnelly (2013). *Alive in the Swamp Assessing Digital Innovations in Education*. NESTA
- The Innovation Unit
- Hughes, J., Thomas, R. & Scharber, C. (2006). Assessing Technology Integration: The RAT – Replacement, Amplification, and Transformation – Framework. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2006* (pp. 1616–1620). Chesapeake, VA: AACE.

- *Computers in New Zealand schools: Learning, Teaching and Technology* (an online journal published by the Centre for Distance Education and Learning Technologies, University of Otago College of Education)

APPROACH TO RESEARCH

- *Practitioner Research for Educators. A Guide to Improving Classrooms and Schools.* (2006) Viviane Robinson & Mei Kuin Lai, Corwin Press.
- *Education Change Management Toolkit.* PPTA, 2012.
- Lorna M. Earl, Helen Timperley, Georgina M. Stewart, May 2009. *Learning from the Quality Teaching Research and Development Programme (QTR&D) – Findings of the External Evaluation*.

Appendix A: Ensuring an ethical approach

You need to ensure that your project (from planning through to sharing) protects the safety, rights, dignity and well-being of all those involved so that no harm occurs as a result of your project to the participants, yourself or to anyone else. This document provides some initial guidance.

Differences between gathering data for teaching versus research purposes

As a kaiako/teacher applying to the Teacher-led Innovation Fund, you need to be aware of the differences between gathering information for teaching and gathering information for research purposes. You need to understand the implications of these differences, particularly the responsibilities you have when gathering information for research purposes.

In her book *Doing Educational Research. A Practitioner's Guide to Getting Started*[10], Carol Mutch describes the differences succinctly, see table below extracted from page 77, with the author's permission).

Please note that the terms 'evaluate' and 'evaluation' (see left-hand column of the table) are used by Mutch in a very specific way to describe information gathered by kaiako/teachers for reflective teaching practice. These terms can also be used in a wider context to describe a particular type of research – namely evaluation, which is a systematic determination of the quality, value and importance of something[11].

TABLE 5: DATA GATHERING FOR TEACHING AND RESEARCH PURPOSES

Information gathered for teaching purposes	Data gathered for research purposes[12]
PURPOSE: To diagnose needs, evaluate student progress, plan next teaching step, or evaluate programmes.	PURPOSE: To answer a research question.
RIGHTS: Kaiako/teachers have the right to collect information for valid teaching and learning purposes.	RIGHTS: Researchers (except in cases such as gathering census data) do not have the right to gather information from others. It must be given voluntarily.
SKILLS: Kaiako/teachers have undergone a training programme that includes assessment and evaluation skills.	SKILLS: There is no requirement that researchers undergo any training, although many complete research methods or training courses[13].
AUTHORITY: Kaiako/teachers have the authority to do this through the Education Act, and are subject to checks and balances such as teacher registration or their employment agreements.	AUTHORITY: There is no registration of educational researchers. Authority generally comes from their status as educational professionals.
ETHICS: Kaiako/teachers are bound to act within the laws governing education. Those who are union members usually follow their union's code of practice.	ETHICS: Higher education institutions and research organisations have codes of ethics and ethical approval systems for any research conducted under their auspices. There is no code of ethics for teacher-researchers acting on their own.

[10] NCZER Press. Second Edition. 2013

[11] McKegg, K. and King, S. What is Evaluation. Aotearoa New Zealand Evaluation Association. (August 2014) http://www.anzea.org.nz/wp-content/uploads/2014/09/140925-ANZEA-what-is-evaluation-vxxx-.pdf

[12] 'Research' is used here in a wide sense, to include research and evaluation projects (e.g. an evaluation project that evaluates an innovative teaching practice or programme).

[13] Usually as part of completing a post-graduate tertiary qualification (such as MA or PhD) in a relevant discipline.

Dissemination: Kaiako/teachers are bound by the Education Act and the Privacy Act. Within those frameworks they report individual progress to ākonga/students, their parents or caregivers, and other professionals – where the dissemination of the information is in the best interest of the ākonga/students and their educational progress.	Dissemination: One of the aims of research is to disseminate the findings as widely as possible to communities of interest. As individuals, researchers are bound by the Privacy Act but if they wish to disseminate the research findings this should be done with the consent and understanding of those participating. Anonymity and confidentiality for participants should be assured.

Table 5: Data gathering for teaching and research purposes

Key principles of an ethical approach

As a registered teacher you are bound by the Education Council Code of Ethics for Certificated Teachers (2004). Your project approach will need to reflect this code of ethics.

You will also need to be guided by these ten commonly held key principles for undertaking ethical research:

1. MINIMISING HARM: You need to consider whether the research will result in harm to the participants, or anyone else, and do whatever is necessary to minimise or prevent harm.
2. RESPECT FOR PARTICIPANTS AND CULTURAL SAFETY: You need to treat all participants with dignity and respect. This includes understanding the cultural and religious beliefs of your participants and making sure your research is not disrespectful or offensive in any way.
3. APPROPRIATE EXPERTISE: You need to consider whether you and others on your research team possess sufficient knowledge, abilities, skills and experience to undertake all aspects of the project. If not (or if you are in any doubt) you should seek assistance from appropriate experts. Note, in respect of Māori intellectual property, ownership (for example, of mātauranga, tikanga, taonga) will remain with Māori, as kaitiaki and repositories of their culture.
4. MEANINGFUL RESEARCH (RELEVANT AND WORTHWHILE): You should only ask individuals to contribute to research that is meaningful (for instance, research that is likely to provide useful data and insights to enhance and support student learning). You must design the research carefully, with thought given to how you are going to use or analyse the results, before you ask individuals to contribute to your work by being participants. In particular, you will need to ensure that you are able to collect robust data so that any findings or conclusions you reach can be substantiated (for example, if someone else did the same project they should be able to reach the same findings or conclusions). In addition, where relevant, you need to be aware of the principle of tauutuutu – which, in a research context, means giving something back to research subjects (for example, an executive summary of the final report, images, audio-recordings, interview transcripts, koha).
5. APPROPRIATENESS OF METHODS: You need to carefully consider how you will collect information (for example, observations, surveys, interviews, focus groups) and a range of factors (for example, age and literacy levels of participants) to ensure your chosen method is the best way of getting the information required (for instance results in robust meaningful data).
6. INFORMED CONSENT: You must seek written consent from participants (and parents for participants under 16 years of age) to being involved in your research. You must tell participants (in a language that they can easily understand):
    - what your research is about and its purpose
    - what is required from participants (and any risks or benefits there will be to them)
    - what you will do with the information you gather
    - how information will be stored, reported (and disseminated), and deleted at the end of the project.

    Participants should not be deceived about the purposes or methods of the research.

7. VOLUNTARY PARTICIPATION AND THE RIGHT TO WITHDRAW: You must make it clear to participants that participation in your research is voluntary and they can refuse to take part. You must also make it clear that they have the right to withdraw from your research at any time without fear of consequences – even if they have already agreed to participate, or a parent/carer/head teacher has already given proxy-consent.
8. CONFIDENTIALITY: You need to tell participants if what they tell you will remain confidential to you (and your research team) or not. Confidential means that it is not possible for others outside the research team to be able to identify an individual from the information they have provided. You must have processes in place to protect information.
9. PROTECTION OF DATA: You need to consider data confidentiality and security. All named and identifiable data must be stored securely and confidentially. This includes electronic and hard copy files. Electronic files should be password protected when on a shared drive.
10. PROCESSES IN PLACE FOR DEALING WITH DISCLOSURES: You need to identify whether there is any likelihood of a participant making a disclosure of, for example, abuse or self-harm. If there is any risk of this occurring, you must have a process in place to handle this situation. (Participants should be made aware of this process prior to taking part).

Teacher-led Innovation Fund ethics process

Projects funded through the Teacher-led Innovation Fund must meet commonly accepted ethical standards. The following diagram (Figure 4) indicates the process for ensuring this is the case.

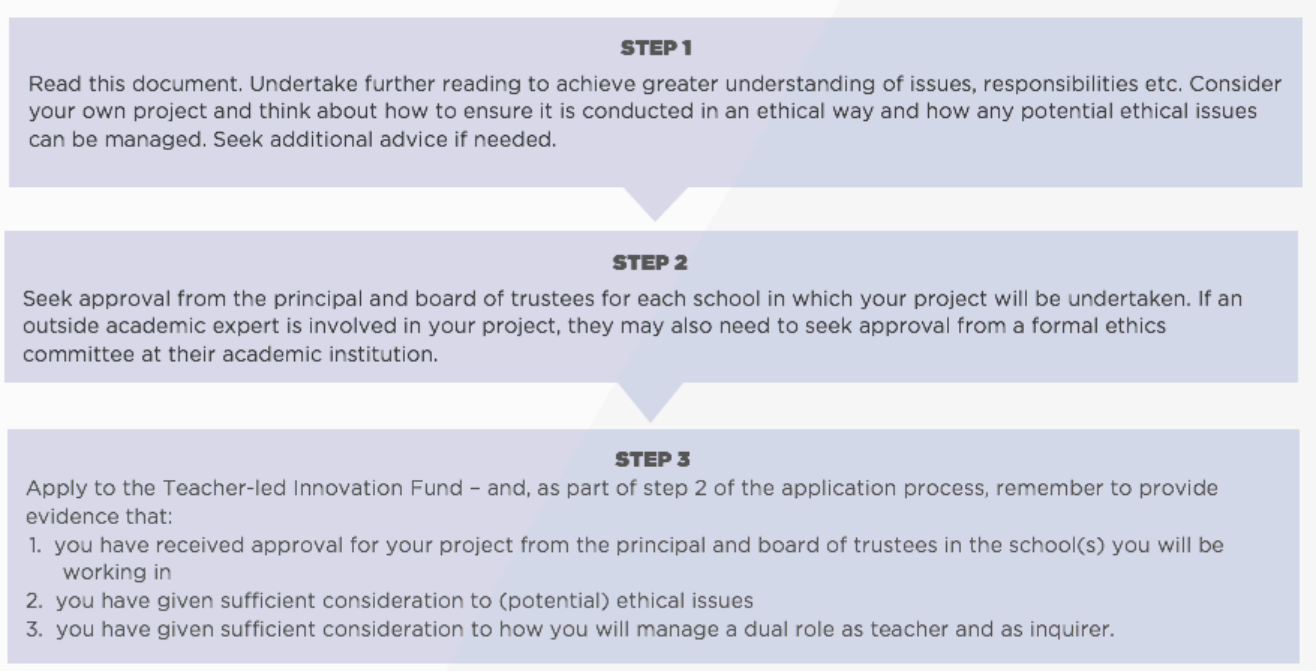

Figure 4: Ethics process for Teacher-led Innovation Fund

Non-Māori working in Māori research field

When working with Māori, you need to recognise the validity of Māori ways of knowing and doing. Linda Smith (1999:6)[14] describes kaupapa Māori as an area where Māori knowledge and practices are seen as 'legitimate tools of investigation and social change'.

If you intend to gather information on a Māori-related topic/ issue, it will be advantageous if you can demonstrate a kaupapa Māori approach, for example, kanohi ki te kanohi dialogue; manaakitanga through sharing kai; providing koha for (non-government) attendees at hui; and taking turns to talk so that everyone's opinions are valued.

[14] Linda Tuhiwai Smith. *Decolonizing Methodologies: Research and Indigenous Peoples.* London: Zed Books, 1999.

Graham Smith acknowledges that… 'Pākehā involvement with kaupapa Māori research brings risks… [but]… it is about people, it is about relationships'. He reminds us (in Hoskins and Jones 2012:109[15]) that '…it's in the discomfort… of positive encounter… that new ideas can emerge'. This is not dissimilar to the thinking in the Best Evidence Synthesis; namely, that successful professional development needs to create some dissonance.

Jones[16] argues that there is a place for Pākehā in Māori education research, but they must have a certain personal quality/attribute (which is not necessarily 'teachable' or measurable) for instance, a particular āhua about them; a ngākau for things Māori; an openness to learning from experiences outside their own world view; and an understanding of Māori – Pākehā power relationships. She believes that proper engagement with Māori requires Pākehā individuals who are 'at ease in Māori contexts, open to Māori knowledge, and familiar with te reo Māori'. Furthermore, she emphasises the importance of Pākehā having an attitude of whakaiti (humility) and being on the journey for the long haul in order to establish sustained relationships (with students and whānau/hapori).

Glynn expresses similar views to Jones about the need for Pākehā working in this area to be 'kanohi kitea' (visible), for example, at events in te ao Māori, learning, watching and listening – and abandoning their need to control (Hoskins and Jones 2012:8[17]). Such examples are the likes of Anne Salmond with the Stirlings, and Richard Nunns with Hirini Melbourne. In both these instances, Pākehā were gifted Māori knowledge and insights, because they had what was described as 'the right spirit'.

If implementing a Māori research project, you will also need to consider the Treaty-associated principles of partnership, proactive protection of Māori interests (in this case education interests), cooperation and good faith. This will help create an atmosphere of mutual trust and manaakitanga.

We will understand more, and explore more deeply, by working together, than we could ever do separately

Joan Metge, 2000, referred to in Hoskins and Jones, 2012:109[22]

[15] Hoskins, T. K., & Jones, A. (Eds.) (2012). *New Zealand Journal of Educational Studies, volume 47, number 2.* Lower Hutt, New Zealand: New Zealand Association for Research in Education.

[16] Ibid.

[17] Ibid.

Appendix B: Glossary of Māori terms

āhuatanga ako	aspects of teaching
ahurea	culture
ako	(reciprocity inherent in) teaching and learning, being open to learning from others
ākonga	student
hapori	community
hauora	health/wellbeing
hui	meeting/gathering
ira tangata	human aspect
kaiako	teacher
kaitiaki	guardian
kanohi ki te kanohi	face to face
kaupapa	topic/project/initiative
kiko	flesh
kotahitanga	operating as one, unity
kura	school
mahi tahi/mahi ngātahi	working together
matatau	knowledgeable
mātauranga	knowledge
ngā reo ā-iwi	regional variations of language
puāwaitanga	blossoming
pūharakeke	flax bush (metaphor for the whānau)
pūtea	fund
rangahau	research
rangatiratanga	accepting responsibility for one's actions, having control
rongoā hou	new solution(s)
taiohi	young people
take nunui	big issues
tamaiti	child
tamariki	children
taonga	something valuable
tautoko	support
tikanga	customs/culture
tono	request/application
tuakana/teina	older sibling: younger sibling, expert: novice
tauutuutu	reciprocity, giving something in return, (in research terms) giving something back if taking information/ideas
tuakiri	identity
waka	boat/vehicle/canoe
wānanga	to discuss, debate
whakaaro	thoughts/ideas
whakawhanaungatanga	relationship building
whānau	family
whanaungatanga	relationships

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