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| Purpose of the form This form is for you to present your project proposal to apply for funding to research, develop and share innovative teaching practices aimed at improving learning outcomes.  You are encouraged to take account of the guidance given  on the [TLIF website](http://www.education.govt.nz/ministry-of-education/specific-initiatives/investing-in-educational-success/teacher-led-innovation-fund). Purpose of the Teacher-led Innovation Fund The purpose of the Teacher-led Innovation Fund is to provide funding for groups of teachers to develop innovative practice in order to improve learning outcomes.  Central to the purpose of the Teacher-led Innovation Fund is the sharing of effective practices. Defining innovative projects Innovative projects involve inquiring into new practices, or applying existing practices in new contexts, and investigating  in a systematic way whether they result in making a meaningful difference to student learning and well-being. | Use of the funding The use of funding will depend on the nature of the project.  The pūtea/fund can be used for the following:   * kaiako/teacher release time * engaging experts outside the teacher-led group * purchasing resources to assist with the project  e.g. student maths equipment (excludes computers) * other costs directly related to the kaupapa/project  e.g. travel, school administration.  Contact If you have any questions about the fund:  Call 0800 437 4636  Email [teacherled.innovfund@education.govt.nz](mailto:teacherled.innovfund@education.govt.nz). Where do I send this form? Once you have completed the form, you need to email  it to [Teacherled.Innovfund@education.govt.nz](mailto:Teacherled.Innovfund@education.govt.nz).  Please include the name of the lead school in the subject line of the email.  If your school is submitting more than one proposal, please indicate this in the submission email.  *Note: Information collected may be used by the Ministry for administrative purposes and/or research and evaluation purposes*. |
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Project information Answer all questions

### Declaration

The boards of trustees or service manager of all kura/schools/services have approved this application:

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| Title of Project | | | | | |
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| Lead kura/school/service | | | | | |
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| Project team Kaiako/teacher name | Kura/school/service name | | | Number | Indicate Project Lead (Y/N) |
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| Project contact person | | | Telephone number(s) of contact person | | |
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| Email | | | | | |
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| Project Proposal Introduction The project proposal has five parts, with several questions within each part.  The sections are:   1. The Innovation 2. Collaborative inquiry and practice 3. Initial planning and methodology 4. Impact of project 5. Timeline and funding   **Refer to the TLIF Guide and the Evaluation Criteria as you work through each section of the proposal** [www.education.govt.nz/ies-teacher-led-innovation-fund.](http://www.education.govt.nz/ies-teacher-led-innovation-fund) |
| As a guide we suggest you limit your responses to Parts A and B to a maximum of two to three pages. |

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.

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| 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 ǀ 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% |

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| Part A: The Innovation  This section asks you to explain your proposed innovation. We are looking for innovative projects as defined on the first page of this form. 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.  Please indicate if you are focusing your inquiry on local curriculum design:    The following prompts may help you explore what underpins your innovation, whatever the focus of your inquiry.  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?   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?   What do you want to do that is **different** from your current practice/s? |
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| Why do you want to try this particular innovation? That is, what is the rationale for this focus and what evidence supports your rationale? |
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| How will you know your innovation has made a difference to teachers’ practice and student learning and well-being? |
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| SUMMARY: Innovation statement In light of the innovation identified and the rationale for this focus, please complete the following statement:  **We would like to know if** (*describe the proposed change to teacher practice/s*)…  **…will have an impact** **on** (*describe the anticipated outcome/s in terms of student learning and well-being*)…  **…for whom** (*describe the target student group*)…  *You may prefer to frame these three statements as key questions that you will seek to address throughout your* inquiry *process* |
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| Part B: Collaborative inquiry and practice  This section focuses on collaborative ways of working, and how your project team will work together |

What sector(s) would the project involve? (Select all that apply)

Early learning services  Schools  Schools/tertiary

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| People involved List all the team members, their specific roles in the innovation and how you will all work together  *Think about:*   * 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) |
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| Describe the external experts you will work with, and how they will contribute to and collaborate in the project. It is essential to include one person with inquiry and/or innovation expertise to work in partnership with the team, acting as the Critical Friend to systematically investigate practice *(refer to the TLIF Guide).*  Please specify:   1. The person who will be your ‘critical friend’ and who will support you with the designing, implementing the innovation,  data collection, and analysis and reporting. 2. Any other external experts you plan to use to support the project, the expertise they will provide and why this is important  to the success of your work. |
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| Describe how you will engage and collaborate with any communities relevant to your proposed kaupapa/project. |
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| Part C: Initial Planning and Methodology  In this application you are required to explain what you plan to do, when you plan to do the identified activities, and the estimated costs. You are also asked to identify the data that you plan to collect in relation to teachers’ practices, student learning and well-being. If your project is selected for funding a detailed action plan will be prepared collaboratively in regional workshops, supported by your external Critical Friend and the TLIF team. 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. *Complete the table below.* |

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| **1.** **TIMELINE** | **2.** **ACTIONS**:  What are you going to do? | **3. COSTS** |
| **Term 3 2019** | *Regional workshop, refine planning* |  |
| **Term 4 2019** |  |  |
| **Term 1 2020** |  |  |
| **Term 2 2020** |  |  |

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| **4. DATA**  What data will you collect to determine whether there are any: 1. Shifts in teacher practice/s; and 2. Changes for outcomes for students? |
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| Identify any ethical considerations you will need to address and how you will do this*. Refer to the ethics section in the TLIF Guide.* |
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| Describe your process for identifying risks and unintended consequences (for example, if a team member leaves). |
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| Part D: Impact of project  This section requires you to elaborate on how you will know that your innovation has made a difference to teacher practice/s and student learning and well-being. If your project is selected for funding, the regional workshops will be an opportunity to develop a detailed plan which will specify the ways you will track progress throughout the implementation of your project. Baseline position Please describe: **current** teacher practice/s in the area of your innovation; and the **current situation for students** (such as their engagement, learning, achievement, behaviour, well-being – whatever is relevant to the focus of your project).  **Current teacher practice/s** |
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| Current student learning and well being |
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| Expected outcomes of the project Please describe the **new** teacher practice/s in the area of your innovation that you expect as the result of the innovation; and the **desired outcomes** for students (such as their engagement, learning, behaviour, well-being – whatever is relevant to the focus of your project).  Expected new teacher practice/s |
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| Desired student learning and well being outcomes |
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| Wider use How does the team plan to share progress with others in the service/school/kura/Kāhui Ako during the implementation phase of your project?  What ideas do you have for sharing the outcomes of the innovation with the wider education community? |
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| Part E: Timelines and funding  This section asks for information about your proposed timeframe and costings. The recommended projects timeframe is 18 months or less. This will enable time for planning, at least two inquiry cycles and time for analysis, synthesis, and reporting.  *Refer to the guide* [www.education.govt.nz/ies-teacher-led-innovation-fund.](http://www.education.govt.nz/ies-teacher-led-innovation-fund)  **Funding**  A project budget of up to $80,000 is recommended. The actual costs will depend up on the scope and scale of the project, for example, the number of teachers involved and/or the number of sites. | | |
| Costs Please provide an itemised budget that includes the following:   * Expenses to attend a 1-day planning workshop in August (e.g. teacher release, travel, professional fee for critical friend) * Kaiako/teacher release time (e.g. days) * Expert/specialist support (e.g. cost/days) * Resources/rauemi/taputapu (e.g. items/costs) * Other | | |
| Item description | Quantity | Cost |
| August planning workshop (for up to two people) |  |  |
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*Note: The Teacher-led Innovation Fund Guide explains the funding details* [*www.education.govt.nz/ies-teacher-led-innovation-fund*](http://www.education.govt.nz/ies-teacher-led-innovation-fund)*.*

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| Timeline How long is your project? | | |
| **START**  JULY  2019 | **FINISH DATE (no later than June 2020)**  (Please state) |
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