

Education Horizon Research grant scheme

Approved Proposals – 2016

Grant category: Early childhood education and care

Lead researcher	Project title	Project summary	Sponsor organisation	Funding awarded
Dr Areana Eivers	The impacts of an Indigenous Summer School Program on Aboriginal and Torres Strait Islander children's transition to school	Early education programs support positive transition to school and ongoing educational attainment by promoting social-emotional development, adaptation to group contexts, and familiarity with school routines. Aboriginal and Torres Strait Islander children have lower participation in early childhood education than non-Indigenous children and are therefore at higher risk of poorer school transition. This study assesses the impact of an intense summer school model on transition to school for Aboriginal and Torres Strait Islander children who had not previously attended an early education program.	Queensland University of Technology	\$40,552
Professor Alison Elliott	Supporting rural and remote early childhood educators in their first two years of teaching	A better understanding of 'what works' in attracting, supporting and retaining early childhood teachers in early years contexts has the potential to improve quality and continuity of learning experiences for children and communities in the critical early years of a child's education. This may also inform providers of Initial Teacher Education courses about ways to better target initial teacher education to meet the specific needs of students who plan to teach in rural and remote locations. Specifically, this study will focus on: (a) identifying factors that influence early childhood teachers' development of positive attitudes toward teaching and their school/early years settings and community; (b) factors that most affect students' views about teaching as a career and decisions about career futures, including whether to leave teaching within two to three years; and (c) ways in which beginning teachers in remote and rural Queensland can best be supported to transition to an early childhood teaching context.	Central Queensland University	\$53,286
Dr Amanda McFadden	Developing a pedagogical model for information literacy in the early years: a transdisciplinary approach	The ability to use online information effectively is a critical skill for the 21st century and one that needs to be supported in the early years. In particular, children from lower socio-economic backgrounds may have limited information literacy skills. Low information literacy may	Queensland University of Technology	\$20,854



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		manifest in poorer educational outcomes, and may affect broader life trajectories. This research aims to develop new understandings about pedagogies for information literacy skills, considering the perspectives of a transdisciplinary team, including library personnel, teachers, educators, and principals.		
Associate Professor Karen Martin	Looking for the X factor: contextualised learning and young Indigenous Australian Children	This research aims to understand how current ideas and practices regarding curriculum, pedagogy and assessment are contextualised by teachers and made culturally relevant for young Indigenous learners in childcare, kindergartens and preparatory programs. Specifically, it aims to identify how this contextualisation can contribute to improving attendance, participation and learning outcomes of Indigenous children. The research aims to provide Queensland teachers of young Indigenous children with information about implementing contextualised and culturally relevant pedagogy and assessment that will enable more effective monitoring of student learning and measuring of student learning outcomes.	Griffith University	\$72,595
Professor Karen Thorpe	Understanding educational outcomes of Queensland's investment in early education programs	Since 2007, Queensland has introduced major reforms in early education. This research will evaluate the impact of: 1) the quality of pre-school programs; and 2) introduction of the Prep year in 2007. The impact of these changes will be evaluated via evidence of performance in NAPLAN results. The research will also examine the impact of Prep on student behaviour and discipline and seek to identify whether the impact of reforms apply equally to low income and Indigenous students.	Queensland University of Technology	\$100,000

Grant category: Schooling

Lead researcher	Project title	Project summary	Sponsor organisation	Funding awarded
Dr Wendy Fasso	A maker approach using craft and wearables to engage girls in digital technologies and coding	Participants in 'makerspaces' build material objects, create, solve problems, collaborate and learn. This approach immerses learners in activities that interest them, and as a result, removes traditional barriers to participation. Makerspaces are identified in recent research as being of importance in K-12 education. This research will consider the engagement of girls in their first years of secondary schooling through a short program of creative maker activities. It will also identify any initiation of a deeper interest in STEM-related learning pathways. The research will determine whether girls exposed to early	Central Queensland University	\$17,324

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		creative success in a non-traditional field are encouraged to make non-stereotypical career decisions.		
Associate Professor Linda Graham	Empowering learners: using student voice, videorecorded classroom interactions and teacher feedback to develop positive learning environments in high-need Queensland secondary schools	A significant proportion of young people still do not complete Year 12, and a high proportion of these will not be in further education, training or employment at age 24. Common to this group is a history of negative educational experiences, including conflictual teacher-student relationships and disrupted learning due to chronic absenteeism coupled with disciplinary absences. This research will use student voice, video observation of classroom interactions and teacher feedback / professional development to promote positive learning environments in schools serving high numbers of learners with challenging behaviours.	Queensland University of Technology	\$92,831
Associate Professor Andrew Hickey	Informal learning in the secondary school: behaviour remediation programs and the informal learning environment as a space for re-engagement	This research builds on an earlier pilot program that sought to explore informal learning spaces within the school as sites for re-engagement. It seeks to extend on the earlier project, which involved re-engaging groups of middle-year students at risk of expulsion around a peer mediated skills building program- the 'Bike Build Project'. The former project used the restoration of a collection of old bicycles and motorcycles as means for alternative learning. The current project will examine how formal curriculum might be integrated into the Bike Build Program. In particular the study will explore how aspects of the science and mathematics curriculum might feasibly be incorporated into the informal learning environment, whilst also exploring the nature of peer learning and collaboration operating in this 'open' learning space.	University of Southern Queensland	\$29,765
Professor Martin Mills	Engaging schools: What works to keep young people engaged in meaningful learning in low SES schools	Mainstream schools in Queensland are responding to young people who are in danger of disengaging. However, schools' initiatives, philosophies and strategies in this regard have not been researched, recorded and disseminated. There is also limited research on whether these initiatives/strategies may be adapted and adopted system-wide. This research seeks to determine: a) strategies which work at a school level to keep students who are in danger of disengaging from education in school and enthused about learning; and b) how such strategies can be developed and utilised across the system. This research will also give consideration to issues beyond	The University of Queensland	\$99,946

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		retention to include the concept of meaningful learning, and what constitutes schooling achievement for students who would have otherwise disengaged and/or dropped out of education.		
Associate Professor Clarence Ng	Improving disadvantaged students' reading engagement and reading outcomes using student-voice driven and mastery-focused reading models	This research addresses the persistent national achievement gap in literacy between disadvantaged and non-disadvantaged students. The aim is to develop mastery-focused classroom practices and strategies for promoting engaged reading and improving reading outcomes in schools serving disadvantaged students. The research will develop evidence-based practices to improve reading performance, including responsive and context-relevant pedagogic strategies and practices for promoting mastery-focused reading, enhancing interest and engagement in reading, and improving reading outcomes.	Australian Catholic University	\$63,536
Dr Kate Williams	From developmentally vulnerable in prep to performing strongly in Year 3: Child, family, and schooling factors that support 'closing the gap'	Achievement gaps associated with socio-demographic gradients appear to be widening. Little is known at a population level about which vulnerable students are able to 'close the gap' across the school years and which factors contribute to better than expected outcomes. This research explores the strength of associations between children's early learning competencies at school entry and achievement at Year 3 of school. It focuses on factors that contribute to academic resilience for children who begin school with identified developmental vulnerabilities. The influences of child and family characteristics and schooling experiences on children's achievement trajectories will be examined using a nationally representative dataset. Research findings will inform education policy and practice regarding factors that support positive learning trajectories for children who are at risk of poor achievement.	Queensland University of Technology	\$29,141
Dr Jill Willis	Strengthening senior curriculum and assessment pedagogies	Queensland's new senior curriculum, standards and assessment processes will commence in 2018. Internationally there are calls to enhance teacher assessment literacy to position systems to enhance the outcomes of such changes. This research focuses on a case study of the subject with greatest enrolment, senior English. It will investigate how teachers and their students negotiate and resolve issues of validity, reliability and equity as they make curriculum, assessment and pedagogic decisions. It will develop	Queensland University of Technology	\$22,575

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		resources and an open-access, online professional development module to provide critically reflective assessment literacy at scale, as well as a model for policy and future research.		
Dr Linda-Dianne Willis	Principal leadership for parent-school-community engagement in disadvantaged schools	There are strong links between parent-school-community engagement and children's learning academically, socially and emotionally. While educationally disadvantaged schools tend to have lower parent-school-community engagement levels, Queensland shows high levels of parent-school community engagement for some of these schools. This research seeks to investigate how principal leadership facilitates engagement in four Queensland primary schools. Using quantitative and qualitative methods, the research will explore the principal leadership practices that enable these schools to engage parent/community members. These case studies will: a) provide examples of good practice; b) support future research; and c) aid in the development of a measure of parent-school community engagement.	The University of Queensland	\$96,225
Professor Claire Wyatt-Smith	Research partnerships and improvement science: using data to inform the teaching of writing and assessment	This research will address the significant knowledge gap in research, practice and policy about necessary interventions to reverse the increasing numbers of students falling below the national minimum standard in writing (Years 3-9) in each Australian state and territory. Addressing this decline is critical to short circuit the potential impact of poor writing skills on future schooling success and ultimately students' workforce opportunities. The research will: a) identify schools with longitudinal upward trends in writing; b) generate a database on classroom teaching and assessment of writing using a new purpose-built Australian Writing Survey; c) strengthen teachers' knowledge of language features and structures through the use of a meta-language toolkit to improve writing instruction including student feedback; d) improve teachers' knowledge and understanding of year level writing expectations and achievement standards to improve writing assessment; e) generate exemplars of quality writing for further classroom use; and f) trial a Virtual Research Environment to supplement site visits and other online support.	Australian Catholic University	\$70,000


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Grant category: Vocational education and training

Lead researcher	Project title	Project summary	Sponsor organisation	Funding awarded
Associate Professor Leanne Hides	The RAW Wellbeing Program for adolescents at risk of disengaging from education and training	Many young people lack the skills needed to successfully navigate the challenges of adolescence, and are at risk of disengaging from education and training. Once disengaged, they are at increased risk of mental health issues and substance use, as well as poor social and economic outcomes. This research will determine the effectiveness of the unique RAW Wellbeing Program for improving the mental health, wellbeing, resilience and learning outcomes of young people attending three vocational schools.	Queensland University of Technology	\$96,339
Ms Anne Catherine Smith	Sunkirsten Town: Learning experiences of external-mode rural and regional learners in a virtual campus	TAFE Queensland has 125,000+ students in 46 locations state-wide. Learners in regional/rural areas should not be excluded from innovative learning technologies and pedagogies, nor should their learning experiences be inferior to that of face-to-face students. However, external-mode student completion rates within the TAFE Queensland South West Community Services program are lower than the average for face-to-face TAFE courses. This research addresses student isolation and aims to improve quality experiences, motivation, retention and completion for students in rural/regional locations. It proposes to conduct a pilot study of a virtual campus developed for teaching and training purposes: Sunkirsten Town. The study will engage external-mode students in regional and rural locations, including Indigenous learners and those from low socio-economic backgrounds. It will assess practical use, and impact on student learning, experience and satisfaction of the virtual learning environment. The researchers will also observe the impact of virtual worlds on the development of digital and enterprise skills.	TAFE Queensland	\$35,672

Grant category: Open

Lead researcher	Project title	Project summary	Sponsor organisation	Funding awarded
Professor Paula Brough	"Who wants to be a teacher?" Supporting the transition, wellbeing, and retention of new teachers	This research will track the real-time experiences of new teachers, with a specific focus on the determinants of their psychological health. It expands on pilot work which demonstrated that approximately 55% of teachers reported being simultaneously highly engaged and under-pressure, resulting in adverse health and performance outcomes. This research employs a mixed-methods design to assess how wellbeing can be maintained in the first working year within a sample of teachers with notable decreases in retention levels. It has three key aims: a) monitor the	Griffith University	\$77,552

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		real-time experiences of a targeted sample of new teachers and their mentors; b) identify the best methods by which these new teachers can be supported, with a focus on maintenance of their psychological health; and c) improve management of occupational stress amongst high-risk employees to facilitate successful retention.		
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SECTION 7 – EXPENDITURE AND FUNDING*

Insert the research budget into the table below. Insert additional lines as needed.

Do NOT send additional material as attachments to this form as these will not be considered.

Total income must match total expenditure.

Note the following definitions:

Cash Contribution means the cash from a Sponsor or Co-Sponsor organisation of the Research Project which is transferred to and managed by the Sponsor.

In-Kind Contribution means a contribution of goods, services, materials or time to the Research Project from a Sponsor or Co-Sponsor organisation. Values should be calculated based on the most likely actual cost, for example current market, preferred provider or internal provider rates/valuations/rentals/charges (that is in the financial year of the date of the Application's submission) of the costs of labour, work spaces, equipment and databases. The calculations covering time and costs should be documented by the Sponsor as the Queensland Government may require these calculations to be audited.

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ITEM	BUDGET (exclusive of GST)	
	2017/18	2018/19 (open category)
INCOME (CASH AND IN-KIND)*		
Education Horizon research grant (Figures must match figures quoted in Section 1)	\$	\$
Sponsor funding (Insert '0' if zero)	\$	\$
Co-sponsor funding (Insert '0' if zero. Insert additional lines as necessary)	\$	\$
\$ INCOME BY YEAR	\$	\$
TOTAL \$ INCOME		\$
Sponsor in-kind support (estimate of \$ value. Insert '0' if zero)	\$	\$
Co-Sponsor in-kind support (estimate of \$ value. Insert '0' if zero. Add additional lines as necessary)	\$	\$
\$ VALUE IN-KIND SUPPORT BY YEAR	\$	\$
TOTAL \$ VALUE IN-KIND SUPPORT		\$
TOTAL \$ INCOME PLUS \$ VALUE IN-KIND SUPPORT		\$
EXPENDITURE*		
SALARY COSTS (For key research staff and other dedicated research/technical staff)		
Lead researcher/Chief investigator (Applicant)	\$	\$
Research team member 1	\$	\$
Research team member 2	\$	\$
Research team member 3 (add additional team members as necessary)	\$	\$
SALARY COSTS BY YEAR	\$	\$
TOTAL SALARY COSTS		\$
PROJECT COSTS (For costs directly related to the research project)		
(Insert additional lines as necessary)	\$	\$
PROJECT COSTS BY YEAR	\$	\$
TOTAL PROJECT COSTS		\$
PROJECT CONSUMABLES		
(Insert additional lines as necessary)	\$	\$
PROJECT CONSUMABLES BY YEAR	\$	\$
TOTAL CONSUMMABLES COSTS		\$
TRAVEL COSTS (Travel costs within Australia required as part of the project)		
(Insert additional lines as necessary)	\$	\$
PROJECT TRAVEL BY YEAR	\$	\$
TOTAL TRAVEL COSTS		\$
OTHER COSTS		
(Insert additional lines as necessary)	\$	\$
OTHER COSTS BY YEAR	\$	\$
TOTAL OTHER COSTS		\$
TOTAL EXPENDITURE (Total salary, project, consumables, travel and other costs)		\$

SECTION 8 – CV AND REFERENCES

Insert (copy and paste) the CVs of each member of the research team demonstrating evidence of '5.4 Capability and diversity of research team' (with a maximum of 1 page for each CV).

Do NOT send additional material as attachments to this form as these will not be considered.

SECTION 9 – LETTERS OF SUPPORT AND EVIDENCE*

Please attach copies of letters of support from all Co-Sponsors (if applicable), clearly indicating their levels of cash and in-kind contributions to the proposed research project.

Insert pages as needed. Do NOT send additional material as attachments to this form as these will not be considered.

9.1 Insert evidence of the Researcher's Australian citizenship

[Insert here]

9.2 If the Researcher does not hold Australian citizenship provide evidence of permanent / temporary Australian residency for the duration of the grant

[Insert here]

9.3 All applications must insert a copy of the signed letter of endorsement from either a Queensland tertiary institution or other Queensland-based research body with a fully constituted Human Research Ethics Committee (the Sponsor) which:

- confirms the Researcher is currently enrolled or employed by an eligible Queensland tertiary institution or research body (all applicants)
- supports the proposed research project grant application (all applicants)
- indicates funding levels of cash contributions and levels of in-kind contributions to the proposed research project (if applicable)
- indicates research ethics approval is likely to be granted

[Insert here]

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9.4 Please insert copies of any letters of support* from any Co-Sponsors clearly indicating the following:

- **levels of cash contributions to the proposed research project (if applicable)**
- **levels of in-kind contributions to the proposed research project (if applicable)**

[Insert here]

SECTION 10 – SIGNATURE CLAUSES

SIGNATURE CLAUSE* – THE RESEARCHER

With reference to this Application under the Education Horizon scheme:

I, *[insert applicant’s name]*, as the Researcher:

- 1. authorise the Department, subject always to the provisions of clause 8 of the Terms and Conditions, and to all legislative requirements, to undertake any necessary or relevant checks and investigations;
- 2. declare that:
 - (a) the information supplied by me to the Department in this Application regarding the Education Horizon scheme is true and accurate and is not misleading in any material respect to the best of my knowledge; and
 - (b) I have received no guarantees or assurances that my Application under the Education Horizon scheme will be approved by the Department;
- 3. acknowledge that I have read and understand the [Terms and Conditions](#) applicable to this Application and further acknowledge and agree that, if this Application is successful, I will be bound by same;
- 4. agree that this signed Application, together with such Terms and Conditions, will form a legally binding Agreement between the Researcher, the Sponsor and the Department **in the event that this Application is successful** through the assessment process and is **signed by all parties.**

SIGNED by the **Researcher**:

.....
Researcher’s name

.....
Researcher’s signature

in the presence of:

.....
Witness’ name

.....
Witness’ signature

Date:

SIGNATURE CLAUSE* – THE SPONSOR

With reference to this Application for funding under the Department's Education Horizon scheme,

I, [insert Sponsor representative name], on behalf of[insert Sponsor organisation name and ABN] (the Sponsor):

1. certify that I have the authority to make the statements made in this Application and to sign this Application on behalf of the Sponsor and further, to sign and enter into the Agreement contemplated by this Application on behalf of the Sponsor;
2. authorise the Department, subject always to the provisions of clause 8 of the Terms and Conditions, and to all legislative requirements, to undertake any necessary or relevant checks and investigations;
3. declare that:
 - (a) the information supplied in this Application is true and accurate and is not misleading in any material respect to the best of my knowledge;
 - (b) the Sponsor organisation has received no guarantees or assurances that this Application will be approved by the Department;
 - (c) acknowledge that I have read and understand the Terms and Conditions applicable to this Application and further acknowledge and agree on behalf of the Sponsor that, if this Application is successful, the Sponsor will be bound by same;
 - (d) the Sponsor agrees that this signed Application, together with such Terms and Conditions, will form a legally binding Agreement between the Researcher, the Sponsor and the Department in the event that this Application is successful through the assessment process and is signed by all parties;
 - (e) the Sponsor agrees to administer the Funding for the Research Project described in this Application and, in doing so, will ensure that the Funding is used only for the purposes of such Research Project and for eligible project activities as outlined in the Guidelines set out in Schedule 2 (as amended from time to time by the Department and notified to the Sponsor); and
 - (f) the Sponsor agrees to make the Sponsor Contributions (if applicable) to the Research Project in accordance with Section 5.6 and Schedule 1 of this Application.

SIGNED for and on behalf of the Sponsor:

.....
Sponsor representative's name

.....
Sponsor representative's signature

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in the presence of:

.....

Witness' name

.....

Witness' signature

Date:

SIGNATURE CLAUSE – THE DEPARTMENT

SIGNED on behalf of the STATE OF QUEENSLAND as represented by the Department of Education and Training

by its duly appointed officer in the presence of:

.....

Witness

.....

Officer

.....

Name of Witness (print)

.....

Name of Officer (print)

.....

Position of Witness (print)

.....

Position of authorised person (print)

Date:

SCHEDULE 1.1 – DELIVERABLES AND PAYMENTS

This Schedule is applicable to the following grant categories only:

- Early childhood education and care
- School education
- Vocational education and training
- Cross-portfolio

Applicants must only apply under one grant category per project.

Applicants applying under more than one category per project will not be considered.

Milestone No.	Deliverable Determined by the dates provided under Section 6	Instalment amount	Due Date for Payment of Education Horizon Funding
1	N/A	50% of Project Budget (excluding GST)	Following approval and signature of the Application by the Department. NOTE: No payments will be made until a Research Application has been submitted to the Department or the Researcher has demonstrated (to the Department's satisfaction) that no Research Application is necessary.
2	Submission of a 6 month Progress Report (as required by the Terms and Conditions) and any other Deliverables as agreed with the Department to a standard that is satisfactory to the Department	25% of Project Budget (excluding GST)	Not later than 6 months after the Commencement Date (as that term is defined in the Terms and Conditions) subject to the Department's satisfaction with the relevant Deliverable(s).
3	Submission of Final Report (as required by the Terms and Conditions) and any other Deliverables as agreed with the Department to a standard that is satisfactory to the Department	25% of Project Budget (excluding GST)	Not later than 12 months after the Commencement Date (as that term is defined in the Terms and Conditions) subject to the Department's satisfaction with the relevant Deliverable(s).

SCHEDULE 1.2 – DELIVERABLES AND PAYMENTS

This Schedule is applicable to the following grant category only:

- Open

Applicants must only apply under one grant category per project.

Applicants applying under more than one grant category per project will not be considered.

Milestone No.	Deliverable Determined by the dates provided under Section 6	Instalment amount	Due Date for Payment of Education Horizon Funding
1	N/A	30% of Project Budget (excluding GST)	Following approval and signature of the Application by the Department. NOTE: No payments will be made until a Research Application has been submitted to the Department or the Researcher has demonstrated (to the Department's satisfaction) that no Research Application is necessary.
2	Submission of a ¼ way Progress Report (as required by the Terms and Conditions) to a standard that is satisfactory to the Department.	10% of Project Budget (excluding GST)	Not later than ¼ of the way through project after the Commencement Date (as that term is defined in the Terms and Conditions) subject to the Department's satisfaction with the relevant Deliverable(s).
3	Submission of a ½ way Progress Report (as required by the Terms and Conditions) and any other Deliverables as agreed with the Department to a standard that is satisfactory to the Department.	25% of Project Budget (excluding GST)	Not later than ½ of the way through project after the Commencement Date (as that term is defined in the Terms and Conditions) subject to the Department's satisfaction with the relevant Deliverable(s).
4	Submission of a ¾ way Progress Report (as required by the Terms and Conditions) and any other Deliverables as agreed with the Department to a standard that is satisfactory to the Department.	10% of Project Budget (excluding GST)	Not later than ¾ of the way through project after the Commencement Date (as that term is defined in the Terms and Conditions) subject to

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			the Department's satisfaction with the relevant Deliverable(s).
5	Submission of Final Report (as required by the Terms and Conditions) and any other materials as agreed with the Department to a standard that is satisfactory to the Department.	25% of Project Budget (excluding GST)	Not after the end date (as defined in Section 6) subject to the Department's satisfaction with the relevant Deliverable(s).

SCHEDULE 2 – GUIDELINES

Education Horizon

Guidelines for Applicants

Introduction

The Department of Education and Training (the Department) values high quality research that generates evidence relevant to its portfolio priorities of early childhood, school education and vocational education and training. Evidence is used by the Department every day to deepen knowledge about the impact of our services and to help continually improve our policies, decisions and performance.

To facilitate the generation of local Queensland-based evidence, the Department has established Education Horizon, a priority research grants scheme.

Education Horizon is a \$1 million per annum scheme that will fund projects closely aligned with Queensland Government objectives and the strategic research priorities of the Department.

There will be five research grant categories as follows:

1. Early childhood education and care - *Children engaged in quality early years programs and making positive transitions*
2. School education - *Students engaged in learning, achieving and successfully transitioning to further education, training and work*
3. Vocational education and training - *Queenslanders skilled to participate successfully in the economy and broader community*
4. Cross-portfolio - *Research projects that span two or more of the above categories*
5. Open [only open to previous Education Horizon grant recipients to build on their previous research, partnerships and investments] - *Suitable for larger innovative and collaborative programs of research that have demonstrated significant benefit.*

The pool of \$1 million per annum will be distributed across the research grant categories. Projects in categories 1-4 will be awarded funding of up to \$100,000 and will be no longer than 12 months duration. Successful projects in the open category may be awarded funding of up to \$100,000 per year for up to 2 years. There may be more than one successful applicant in each category. There may also be no successful applicants in any one category. Applicants may only apply under one grant category per project.

What does the Department's Education Horizon scheme aim to achieve?

The Department's grants scheme will build knowledge in areas of strategic priority for the Department. It will offer a number of grant streams, and the flexibility of the scheme will allow qualified researchers to deliver high-quality, well-designed research of varying scale.

Eligibility criteria



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Applicant eligibility

Applications must demonstrate potential to deliver outcomes for the Department. To be considered for an Education Horizon grant, you must:

- be an Australian citizen, or hold permanent/temporary Australian residency for the duration of the grant;
- be a Queensland-based researcher enrolled in or employed by an eligible Sponsor organisation (with an Australian Business Number and registered for GST);
- have ethics approval or be likely to receive ethics approval from the relevant ethics committee at the Sponsoring organisation;

You may also have one or more co-sponsoring agencies.

Sponsor eligibility

Eligible sponsoring organisations are:

- Queensland universities, or those with significant campuses in Queensland; and
- other Queensland-based research bodies with a fully constituted Human Research Ethics Committee.

Sponsoring entities must have an ABN and be registered for GST.

Co-Sponsor eligibility

Eligible co-sponsoring organisations are:

- businesses/companies;
- universities;
- Australian commonwealth, state and territory government organisations that conduct research; and/or
- not-for-profit/charitable/philanthropic organisations.

Co-sponsors may be based outside Queensland. Businesses, companies, not-for-profit/charitable/philanthropic organisations are not eligible to be lead agencies (Sponsors), but are encouraged to participate as Co-Sponsors.

The Department may be a Co-Sponsor. In this instance, the Researcher/Sponsor must negotiate any Co-Sponsor arrangement with the relevant area(s) of the Department.

Co-Sponsoring entities must have an ABN and be registered for GST.

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What can the funds be used for?

The Department will release the grant payments to the Sponsor to administer the grant funding against agreed milestone payments. The funding may be used for the following eligible project costs:

- salary costs¹ for key research staff, the salaries, of other dedicated research/technical staff;
- project costs directly related to the research project;
- project consumables; and
- travel within Australia that is required as part of the research project (exclusive of attending state or national conferences).

Items **not** eligible for funding include:

- institutional overheads;
- costs associated with the ongoing programs of work and/or core business of the Sponsor or Co-Sponsor organisations;
- costs associated with administrative support staff;
- operational costs;
- infrastructure costs; and
- overseas travel and conference travel.

Other conditions

- Applicants must only apply under one grant category per project. Applicants applying under more than one grant category per project will not be considered
- In cases where a recipient cannot complete the Research Project, the grant is transferrable with the written approval of the Department.
- Researchers are expected to complete the Research Project over 12 months, unless agreed otherwise with the Department as part of a planned program of research. Research suspensions of up to three (3) months (maximum) may be considered under exceptional circumstances, and will be treated on a case-by-case basis, unless otherwise negotiated with the Department.
- Researchers must reside in Queensland for the duration of the Education Horizon grant.
- Researchers must disclose all current and future, decided and undecided, funding applications for the same Research Project.
- Researchers must commence their Research Project in July 2017, pending ethics approval from their institution and if necessary from the Department through an [application to conduct research](#).
- The grant cannot be used primarily to develop or evaluate a commercial product.

NOTE: WHERE RESEARCH WILL OCCUR ON DEPARTMENTAL SITES, OR WHERE RESEARCHERS SEEK TO INTERACT WITH DEPARTMENTAL STAFF OR NON-PUBLICLY AVAILABLE DATA, RESEARCHERS MUST SUBMIT AND HAVE APPROVED A [RESEARCH APPLICATION FORM](#) PRIOR TO THE COMMENCEMENT OF THEIR PROJECT.

How will applications be assessed?

Applications will be assessed in a competitive, merit-based process against the grant scheme's assessment criteria. The Education Horizon Assessment Panel comprises members with education/

¹ **Note:** costs associated with the salaries, including remuneration on-costs, of the grant recipient and other dedicated grant recipient researchers and technicians, can be regarded as cash when calculating a Sponsor's matched cash funding, where applicable.

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research/industry/policy backgrounds and reports to the Department's Research and Evaluation Working Group (the Working Group).

The Working Group will approve recipients for this grant scheme on advice from the Education Horizon Assessment Panel chaired by the Director, Research Services, Strategic Policy and Intergovernmental Relations, Department of Education and Training.

The Education Horizon Assessment Panel will consider a number of criteria in assessing grant applications, including alignment with priorities, uniqueness and significance of the research, benefits to education and training, tangible products for informing policy and/or practice, and the quantum of funding sought. Grant assessment will be weighted to ensure that, where possible, priority is given to:

- applications that leverage funding from other sources or provide a matched contribution; and
- seed projects that show potential to work on a larger scale.

The Queensland Government Science and Innovation Investment Principles (refer to page 7 of the [Science and Innovation Investment Framework](#)) and the research needs of the Department will also be considered in finalising the order of merit of applications.

The assessment process will take into account the need to balance the Queensland Government's research investment to support a diversity of capability across early childhood education and care, schooling, and training disciplines, geographic regions and research groups.

The Research Team must demonstrate they have the professional, research and project management skills to undertake and complete the proposed Research Project.

What are the assessment criteria?

1. **Research Alignment: 12.5%**

How does the research align with the Department's research priorities? Include the specific priority research question the research addresses if relevant.

AND/OR

How does the research align with Advancing Education or other Queensland Government initiatives?

2. **Research contribution: 12.5%**

Valuable research – 7.5%

Scalability – 5%

How is this research of value to advancing knowledge in this field? Will the research validate existing studies that have important findings but are yet to be replicated? What gaps in the research literature does this research address? What is the likelihood that, if the research is successful, it will work on a significant scale, for example, as an ARC linkage project?

3. **Well planned, achievable research project: 25%**

Quality – 5%

Well planned – 5%

Achievable – 5%

Able to meet agreed timeframes – 5%

Project budget reflects research activities to be undertaken – 5%

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Does the project methodology, as described, demonstrate a high quality design (ie evidence is generated in a systematic, rigorous way using valid and replicable methods)? Is the research well planned, achievable and able to meet agreed timeframes? Is the project budget reflective of the research activities to be undertaken?

4. **Capability and diversity of research team: 15%**

Qualifications and experience – 5%

Diverse range of expertise and backgrounds – 5%

Research translation experience – 5%

What are the qualifications and experience of key personnel involved in the research project? If a group submission, do researchers have experience of working as a team? Does the team represent a diverse range of expertise and backgrounds? Where research will involve Aboriginal and/or Torres Strait Islander people, do the researchers demonstrate appropriate knowledge and cultural understanding? Does the team (or any member of the team) have demonstrated research translation experience?

5. **Imposition: 15%** (a high score indicates minimal, mitigated or justifiable impost)

What imposition will the project place on the Department? Has the research team tried to minimise the imposition of the research? Do the benefits of the research outweigh its imposition? What is the likely time and resourcing required of the Department in participating or supporting this research?

6. **Value for investment: 20%**

End-user engagement – 5%

Research is translatable/of practical use – 5%

Justification for funding – 5%

Sponsor or Co-Sponsor funding and collaboration – 5%

Has the researcher engaged with end-users? Is there potential for the research to be applied or translatable? What are the likely benefits from the research to the Department's staff, students and/or broader Queensland population? What are the likely outcomes or products from the research that may inform Department policies or practice? Is the level of funding justified (i.e., there are no unnecessary expenses included in the budget)? Does the research deliver value for money through social, economic, cultural and/or regional benefits to Queensland? Does the project leverage funding from other sources? Have any eligible Sponsor or Co-Sponsor organisations committed to cash and/or in-kind support?

Submitting your Application

The closing time and date for submitting Applications is **5pm (AEST), Tuesday 18 April 2017**. The proposed projects must commence in July 2017 pending ethics approval from the Sponsor organisation and if necessary from the Department through an [application to conduct research](#). NOTE: No payments will be made to successful applicants until a [Research Application](#) has been submitted to the Department or the Researcher has demonstrated (to the Department's satisfaction) that no Research Application is necessary.

Applications should be completed in full and submitted via email or post, as outlined on the application form. The Education Horizon page on the Department's website has all of the information regarding the

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scheme including the Application, and Terms and Conditions. Application documentation will remain strictly confidential.

Do NOT attach any additional material to your submission. All information must be embedded in the Application itself. Any attachments to the Application will not be considered.

You must advise the Department, within five (5) working days, of changes which are likely to impact on your proposed research project to education.horizon@det.qld.gov.au.

Applicants may be contacted during the assessment process to clarify any information provided in the application and/or to request further information to enable a due diligence and probity assessment.

There is no implicit guarantee of approval at any stage in the process, and you will be notified in writing of the outcome of your application.

Research Project agreements

If your application is successful, and once it is signed by the Department, you and your Sponsor organisation will have entered into a legally binding service agreement with the State of Queensland acting through the Department of Education and Training. The agreement will consist of your Application and Service Agreement and the Education Horizon [Terms and Conditions](#). No discussion will be entered into with respect to the terms and conditions of the agreement.

You must have appropriate agreements with the Sponsor and all Co-Sponsors in place to formalise arrangements for the disbursement of funding and to clarify other issues, such as intellectual property rights. These agreements are separate to the Department's service agreement, and are to be consistent with the Terms and Conditions of these guidelines.

You may also be required to submit copies of all signed Co-Sponsor agreements before the research project payment is released.

You must not enter into any legally binding arrangements with other parties which prevent you/them from meeting obligations under the Education Horizon service agreement.

Privacy

The Queensland Government collects and collates information from the Application form to evaluate Applications for the program. Only authorised departmental officers and approved grant assessors have access to this information.

Applicants should note that broad details of successful proposals, agreed outcomes, progress and the level of funding awarded may be published by the Queensland Government. Some information may be used to promote funded projects.

Your personal information will not be disclosed to any other third party without your consent, unless required by law or for the purposes of [Information Privacy Act 2009](#).

For audit purposes, the Department is required to retain the Applications and other supplied support material.

The provisions of the [Right to Information Act 2009](#) apply to documents in the possession of the Department.



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How to apply

Your completed Education Horizon Application and Service Agreement (this form) must also contain:

- a completed Education Horizon Application and Service Agreement (this form);
- a signed letter of endorsement (Section 9 of Application) from either a Queensland tertiary institution or other Queensland-based research body with a fully constituted Human Research Ethics Committee (the Sponsor) which:
 - confirms you are currently enrolled or employed by an eligible Queensland tertiary institution or research body (all applicants);
 - supports your proposed research project grant application (all applicants);
 - indicates funding levels of cash contributions to the proposed research project (if applicable);
 - indicates ethics approval is likely to be approved;
- evidence of permanent/temporary Australian residency (Section 9 of Application) for the duration of the grant; and
- a completed budget template (Section 7 of Application) outlining funding sought through the Education Horizon grant, income sources expected from grant Application, including Sponsor or Co-Sponsor contributions and proposed expenditure item

You must advise the Department of changes which are likely to impact on your proposed research project.

You may be contacted during the assessment process to clarify the information provided in the application and/or to request further information to enable the assessment of your Application. You may also be required to attend an interview.

There is no implicit guarantee of approval at any stage in the process, and you will be notified in writing of the outcome of your application.

Further information

For more information please contact:

Director, Research Services

Department of Education and Training

Telephone: 07 3034 5929

Email: education.horizon@det.qld.gov.au