Research Grant 2023/24 - Application Form

For research conducted in 2023/24.

Cover sheet

Title of research project:
Fading Footprints: Tracing EAL/D Teaching Courses at Australian universities

The researcher and/or research team members

Name	Workplace / Affiliation	Role in project	ACTA membership status
Toni Dobinson	Curtin University, WA	Team Leader*	WATESOL committee member
Carly Steele	Curtin University, WA	Co-Investigator	WATESOL member
Julian Chen	Curtin University, WA	Co-Investigator	WATESOL committee member and ACTA Rep
Leonardo Veliz	University of New England, NSW	Co-Investigator	NSW TESOL member
Michael Michell	University of New South Wales	Co-Investigator	NSW TESOL member
Margaret Turnbull	University of Wollongong	Project Advisor	NSW TESOL member
Belinda Stewart	Cyril Jackson High School, WA	Teacher at partner organisation	WATESOL President
Marisa Schiavi	Catholic Education, WA	Coordinator at partner organisation	WATESOL member
David Partridge	Armidale Secondary College, NSW	Teacher at partner organisation	NSW TESOL member

*The team leader will be the contact for all correspondence and will have principal responsibility for liaison with ACTA.

Contact details for the Team Leader
Email: T.Dobinson@curtin.edu.au
Phone: 9266 4311
Postal address: Curtin University, Kent St, Bentley, 6102

Authorisation of the partnership organisation			
(e.g. If the practitioner team member(s) are working in a school, authorisation of the school principal should be obtained. This in **not** in lieu of any ethics approval required for the project.)			
Name of organisation	Name of person authorising project	Role in organisation	Contact details of authoriser
Cyril Jackson Senior Campus	Milton Butcher	Principal	Milton.Butcher@education.wa.edu.au
Catholic Education schools	Bernadette Higgins	Team Leader Teaching and Learning	Bernadette.higgins@cewa.edu.au

Armidale Secondary College	David Partridge	EAL/D Leader	David.Partridge3@det.nsw.edu.au

Bios – please include a 80-100 word bio for each research team member

Toni Dobinson is a Professor, Post Graduate Course Coordinator and Discipline Lead in Applied Linguistics, TESOL and Languages in the School of Education at Curtin University, Western Australia and a provider institution in Ho Chi Min City, Vietnam. She researches in the areas of language teacher education, language and identity, language and social justice, translingual practices and translingual discrimination. She has worked and collaborated extensively on research projects in migrant and refugee communities in the City of Canning, Gosnells, and Wanneroo, in Western Australia, and has an ongoing participatory action research project with a local multilingual primary school.

Carly Steele is an applied linguist and a fully qualified teacher with over 12 years' experience in diverse teaching contexts across Australia including urban cities, and rural and remote communities. She has lectured in initial teacher education courses in university settings since 2019 and completed her PhD at the University of Melbourne in 2021. Her research focuses on how language learners are positioned in schools with the aim to promote culturally and linguistically responsive teaching and assessment practices. Carly primarily engages in participatory action research in collaboration with classroom teachers.

Julian Chen (they/them) is an Associate Professor of Applied Linguistics/TESOL and Course Coordinator of Asian Languages at Curtin University, Australia. Julian's research synergises technology-mediated task-based language teaching, inclusive education, critical pedagogy, and participatory action research. As an ally for gender equity, diversity and inclusion (GEDI), Julian has endeavoured to transform their scholarship of learning and teaching (SoLT) practices to build social justice in (language) education. They are currently working on several queering curriculum projects to build belonging and inclusion in education.

Leonardo Veliz is Associate Professor in language and literacy education at the University of New England. He is the Head of the Curriculum Department and Lead of the Language, Literacy and Pedagogy Research Strategic Group. His research centres on broad issues of languages and literacy education in Australia and overseas. He's currently editing volumes on multiculturalism, multilingualism, literacies in the Global South and language teacher agency.

Michael Michell is an honorary lecturer at the UNSW School of Education where he worked as a lecturer in language and literacy education. For the majority of his career, he was an English as a second language (ESL) teacher in the NSW Department of Education and worked in senior advisor roles leading ESL assessment, curriculum, research and professional learning projects and policy development. Michael was President of Australian Council of TESOL Associations (ACTA), 2015-2020. He worked with Margaret Turnbull in the development, implementation and analysis of the *2016 State of EAL/D Education* survey. He is currently President of ATESOL NSW.

Margaret Turnbull is a Principal Policy Analyst for the NSW Department of Education, Centre for Educational Statistics and Evaluation. In this role she has initiated literacy and EAL/D research and has worked on the development of the ACARA National Literacy Learning Progressions. For the majority of her career she has worked as an EAL/D specialist as an Instructional Leader and EAL/D teacher at culturally and linguistically diverse schools in South Western Sydney and as the coordinator of the EAL/D program in NSW Department of Education. She is currently undertaking doctoral research at the University of Wollongong.

Belinda Stewart has taught in the TESOL field for over 20 years and been Deputy Principal of the Cyril Jackson Senior Campus Intensive English Centre since 2016. She has a Post Grad Dip Ed double major in TESOL & LOTE plus a DELTA. She is passionate about providing the best possible educational opportunities for newly arrived migrant/refugee background students. She has held the position of President, WATESOL twice in the last 10 years and uses this role to advocate at state and federal levels to improve outcomes for learners and teachers of English as an additional language or dialect.

Marisa Schiavi currently holds the role of EAL/D & Languages Team Coordinator at CEWA and has significant experience working with migrant and refugee students, as well as international students in both

national and international contexts. Her background includes key roles in Intensive English Units, bilingual schools, adult migrant programs and supporting staff working with Aboriginal EAL/D students in Kimberley schools. In her current role, Marisa provides guidance on multicultural and multilingual education across all CEWA schools.

David Partridge is an experienced educator with a demonstrated history of working in the education leadership industry. He is skilled in staff development, educational leadership, teaching, curriculum development, and EALD education. He is a qualified teacher and education professional with a Master of Arts (MA) in German Language and Literature and a Master of Applied Linguistics (MAAL) from the University of New England (AU).

Applications will be received by the ACTA Association Officer. This cover sheet will be detached from the rest of the application before it is forwarded to ACTA Research Grant Advisory Group for evaluation.
- -

Research Grant 2023 - Application Form

Please **do not include names of institutions or people** on this section of the Application Form. This will allow for blind review of the application. You may refer to the roles of the people involved (e.g. researcher, classroom teacher) and the nature of the institution (e.g. primary school, community centre, etc.).

Title of research project:
Fading Footprints: Tracing EAL/D Teaching Courses at Australian universities and investigating the state of EAL/D education in Australian schools.

Context (250 words maximum)
Describe the project by clearly outlining its main focus and intent. The project to be researched may be an existing program, which is to be further enhanced, or it may entail the development of a new program.

The idea for this grant project has arisen from our conversations with key practitioners and leaders in the field of TESOL. They have questioned why universities are not preparing Initial Teacher Education (ITE) students for the demands of teaching EAL/D students in schools. In line with current media announcements (Bulter, 2022; Neilsen & Weinmann, 2022; The Educator, 2022; Steele, 2023), they have also drawn attention to the chronic shortage of teachers emerging with EAL/D qualifications or even knowledge gained from single units of study relevant to teaching multilingual migrant or international students across Australia. Echoing this, a national survey report by the Australia Council of TESOL Associations (ACTA, 2014) showed that there was reduced systemic support for EAL/D provision, insufficient consideration toward EAL/D learners, and the demands of learning an additional language/dialect were greatly underestimated (p. 4). These findings were repeated in the 2016 survey (ACTA, 2022, p. 17; see also Creagh et al., 2022). Consequently, we feel there is an urgent need to conduct research into underlying factors impacting a large number of universities discontinuing EAL/D courses and not embedding related units into ITE courses. Moreover, we are also curious to know the first-hand experiences of teachers who are

entering multilingual and multicultural classrooms ill prepared to work with their EAL/D students. Gathering such data from TESOL stakeholders across the nation will garner more evidence to advocate for the revitalisation of ITE courses in response to the dire need of pedagogically equipped EAL/D teachers for multilingual and multicultural practice.

Given continuing implementation of school autonomy reform throughout Australia, it is also timely that a second national survey be conducted to identify further impacts and trends since 2016. This second national survey also has increased urgency and significance in the context of the Commonwealth Government's *Review to Inform a Better and Fairer Education System* and related negotiations with state and territory governments to conclude a *National School Reform Agreement* for implementation in 2025.

Aims of the project (300 words maximum)
Summarise the main focus and aims of the project. Identify some generalisable principles that can be applied to the TESOL context by conducting this research. List the main research questions.

The project has two aims:

  a) to investigate the underlying factors which have contributed to the discontinuation of EAL/D courses or units of study within ITE programs at Australian universities. We aim to address the gap between the demands of teaching EAL/D students in schools and the preparation provided to ITE students. Our project would offer guidance and insights into how the university sector could better navigate the competing pressures and demands on ITE courses and how the TESOL community can better advocate for the needs of its members.

  b) to conduct a national survey and report on the current state of EAL/D education in Australian schools including identifying trends from the 2016 comparison data and the changing roles for EAL/D teachers.

Our project fits strands no 2 and 5

We aim to:
- conduct research into the underlying reasons why tertiary institutions are not including majors, minors or even single units in their courses which prepare ITE graduates to teach and effectively respond to the needs of EAL/D students in their classes across Australia.

- develop a more nuanced understanding of teachers' experiences of, readiness and preparedness for, entering multilingual and multicultural classrooms without tuition in EAL/D teaching.

- synthesise findings into a White paper to be presented to the government as well as media outlets such as The Conversation.

- advocate for the inclusion of units/streams, majors and minors into ITE university courses across Australia to ensure readiness and preparedness of teachers for diverse contexts.

- identify the impact of school autonomy reform policies on EAL/D teaching, programs and the EAL/D learner cohort.

- produce a national survey report of the current state of EAL/D education in Australian schools, including identifying trends from the 2016 comparison data.

In an attempt to achieve these aims we will ask the following research questions:

- Why are Initial Teacher Education (ITE) courses not including majors, minors or units which prepare students to be able to teach multilingual classes which contain EAL/D students?

- What are the experiences of graduate teachers with no EAL/D qualifications (majors, minors or units) in the multilingual contexts in which they find themselves?

- What are the views of EAL/D teachers and teacher educators, system and school managers and mainstream teachers of EAL/D learners regarding the current state of EAL/D education, specifically in relation to EAL/D resourcing and accountability; EAL/D teaching support; EAL/D leadership; targeted school EAL/D programs; EAL/D teacher education and professional development, and national policy?

- How have EAL/D teachers' work roles changed under school autonomy reform polices since 2016?

- How can we better advocate on behalf of EAL/D students, teachers and schools to the appropriate governing bodies/decision makers?

Methodology and rationale (500 words maximum)

State clearly the approach and methods that will be used in order to answer the research questions. List the sources of data and collection procedures and the types of analysis that will be conducted.

Research design and rationale: Given the complexity and scope of the study, a consequential mixed methods research design will be employed to systematically and holistically gather both quantitative and qualitative data in order to better address the research questions. Quantitative data gathered via a scoping survey (closed-ended questions) will help inform purposeful sampling in identifying suitable interviewees integral to the qualitative data, in tandem with the policy documents for data verification. Case studies of key stakeholders after the interviews will also be conducted to provide more in-depth and emic understandings of the investigated phenomenon.

Participants: These will include primary and secondary school teachers across Australia, university leaders, school leaders, students in university TESOL courses e.g. Grad Cert TESOL and students in ITE courses, TESOL experts in the field.

Data collection: An anonymous online survey (via Microsoft Forms or Qualtrics), which includes both closed and open-ended questions modified from the 2016 national EAL/D Education survey, will be sent out across Australia through the professional networks of the researchers, namely, ACTA, ALAA, AARE, specialist associations such as the Primary Teachers Association (PETA), Principal's Association, etc. Snowball sampling will then be employed to distribute the online survey via social media, such as Instagram, Twitter, LinkedIn, and Facebook. During this scoping exercise stakeholders who are interested in providing further information will be invited to take part in a 30-minute, one-on-one, in-depth, semi-structured interview. Ten to twenty representatives from across the different states and teaching contexts will be purposefully selected for interviews following a maximum variation sampling approach, and these will form the basis for a number of in-depth case studies from WA, ACT and NSW. Documents such as policy documents will be collected.

Data analysis: Qualitative data from the open-ended survey items and follow-up interviews will be analysed thematically whereas quantitative data from the closed-end items will be analysed using both descriptive and inferential statistics via SPSS (contingent upon the sample size and normality testing). Documents will be analysed using content analysis. Case studies will be analysed in line with a "listening to voices" approach. (Hutton & Lystor, 2019).

Positionality: The team comprises a group of language educators, including university academics and

school-based language teachers who are all active members of ACTA and the broader TESOL community. For example, members of the team are involved in and contributing to ACTA consultancy groups and council, local TESOL executive committees, and have been editors and authors for ACTA's flagship journal, *TESOL in Context*. As teachers and academics, we have a longstanding involvement with schools and education systems through past (action) research projects and in an advisory capacity. For example, through commissioned educational reports, the provision of curriculum advice (e.g. SCSA) and advocacy in the area of diversity and inclusion. This group represents a broad cross-section of the TESOL sector with primary, secondary and tertiary experiences across public and Catholic systemic schools in two Australian states, in addition to being culturally and linguistically diverse. We acknowledge that our view of the situation will be shaped by these different backgrounds and lived experiences.

Ethics

Ethics approval may be required, dependent on sector, provider and nature of the project. Please specify what approvals will be required to undertake the research.

Approval from Curtin University Human Research Ethics committee will need to be secured in order to speak with teachers.

A ***Working with Children Check*** is required for all research team members working with children under 18 years of age.

Does the researcher or all members of the research team who will be working with children under 18 years hold a valid *Working with Children Check?*
YES */ NO*

Timeline

For major phases or stages of the research. Please consider 'Important Dates' as set out above (We have set this out following school terms. However, you may wish to divide the year differently).

Term 1	- Secure ACTA grant funding - Obtain ethics approval at Australian university #1 - Prepare and distribute the survey to teachers across Australia via the professional associations of the research team such as WATESOL, NSWTESOL, ACTA, ALAA, AARE, PETA, and social networking groups such as Instagram, Twitter, LinkedIn, and Facebook and through state and territory teacher unions via the Australian Education Union. - Analyse survey data (closed-ended items) quantitatively via SPSS wherein normality testing will be conducted before inferential statistics can be computed.
Term 2	- Interview up to 20 participants who have expressed interest through the survey and been purposefully selected by the research team based on their responses to the closed-ended survey items regarding their demographic background (e.g., representation of each state and territory, years of teaching experience, teaching setting) - Transcribe interviews using software for which we already have a subscription (Otter AI)
Term 3	- Analyse qualitative data such as the open-ended survey item responses and interview transcripts thematically. - Analyse university course offerings using content and policy analysis.
Term 4	Write up the report for ACTA and share with the Teacher Education Consultancy Group and the Indigenous EAL/D Consultancy Group.

Reporting phase	• Write up the findings into a White Paper, a State of EAL/D education report and a journal article for *TESOL in Context*. • Increase media exposure through *The Conversation*, *The Educator*, *Education Matters*, ACTA Commonwealth/state education system advocacy for example. • Present at report at ACTA International Conference 2025/6

Outcomes (250 words maximum)
Explain the outcomes of the research. The outcomes will provide data and understandings that will enable better-informed practice and decision making to meet the needs of learners in EALD programs.

Outcome 1: We will gain a better and more in-depth understanding of the rationale for the lack of specific course content related to EAL/D teaching provided to teachers entering settings with large numbers of EAL/D students in university ITE courses. By developing a detailed understanding of the decision-making processes, we will be poised to make changes to ITE courses to better meet the needs of EAL/D learners.

Outcome 2: We will gain a better and more in-depth understanding of the experiences of graduate teachers entering schools with no initial teacher education expertise in the area of teaching EAL/D students. An improved understanding of the specific EAL/D learning needs of graduate teachers can inform the course content to be delivered within ITE courses. Ultimately, this will enable better-informed practice, which will, in turn, benefit EAL/D learners and their teachers.

Outcome 3: We will gain a current in-depth understanding of the experiences and concerns of EAL/D teachers working in schools under school autonomy regimes which can inform the need for improved practice and decision-making in relation to specialist and mainstream provision addressing the needs of EAL/D learners.

Outcome 4: We will be better prepared to engage in advocacy to the relevant bodies on behalf of schools who are in desperate need of hiring teachers with some understanding and practical skills in the area of teaching EAL/D school students. We hope that this will impact decision-making at the school, university and state and Commonwealth Government levels ensuring that the specific needs of EAL/D learners are at the forefront of decisions made with regard to teacher professional development, ITE and the targeted and accountable provision of EAL/D programs in schools.

Deliverables: Publications: media releases, White Paper, State of EAL/D report, journal articles, report for ACTA Teacher Education Consultancy Group, presentations at the ACTA conference 2025/6 and other conferences.

References

Australian Council of TESOL Associations (ACTA) (2023). *Submission to the Teacher Education Expert Panel* at: https://tesol.org.au/wp-content/uploads/2019/01/ACTA-submission-on-the-Teacher-Education-Expert-Panel-Discussion-Paper.pdf

Australian Council of TESOL Associations (ACTA) (2022). *National Roadmap for English as an Additional Language of Dialect Education in Schools, Directions for Covid-19 Recovery and Program Reform,* available at https://tesol.org.au/wp-content/uploads/2020/12/Roadmap-for-English-as-an-additional-language-or-dialect-in-schools-ACTA-May-2022.pdf

Australian Council of TESOL Associations (ACTA) (2021). *Submission to the Quality Initial Teacher Education Review a*t: https://tesol.org.au/wp-content/uploads/2019/01/ACTA-final-submission-Quality-Initial-Teacher-Education-Review.pdf

Australian Council of TESOL Associations (ACTA) (2017). *Submission 108 to the Joint Standing Committee in Migration Inquiry into Migrant settlement outcomes a*t: https://www.aph.gov.au/Parliamentary_Business/Committees/Joint/Migration/settlementoutcomes/Submissions

Australian Council of TESOL Associations (ACTA) (2014). *State of EAL/D in Australia 2014*, available at https://tesol.org.au/wp content/uploads/2019/01/562_ACTA_2014_Survey_Report_Final.pdf

Butler, M. (2022). Australia feeling the teacher-shortage pinch. *EL Gazette.* https://www.elgazette.com/australia-feeling-the-teacher-shortage-pinch/

Creagh, S., Hogan, A., Lingard, B., & Choi, T. (2022). 'The "Everywhere and Nowhere" English Language Policy in Queensland Government Schools: A License for Commercialisation', *Journal of Education Policy* online: 1–20. https://doi.org/10.1080/02680939.2022.2037721

Michell, M. (forthcoming, 2024) 'Withered ESL': Understanding the intended outcomes of Gonski era policies on English as an additional language programs in Australian schools. *TESOL in Context*

Neilsen, R., & Weinmann, M. (2022). When we talk about the teacher shortage, don't forget those who teach English as an additional language. *The Conversation*. https://theconversation.com/when-we-talk-about-the-teacher-shortage-dont-forget-those-who-teach-english-as-an-additional-language-185134

Nigar, N. (2022). Listen to non-native English-speaking teachers to fix teacher supply. *The Educator*. https://www.theeducatoronline.com/k12/news/listen-to-nonnative-englishspeaking-teachers-to-fix-teacher-supply/281459

Steele, C. (2023). Meeting the challenges of 'superdiversity' in the classroom. *The Educator*. https://issuu.com/primecreativemedia-2016/docs/ems0423_lr

Anticipated benefits to the TESOL profession (250 words)
Outline benefits of the research project for:
- ACTA
- Researchers' institution
- Program
- TESOL Community

ACTA- The peak body organisation for EAL/D and ESOL teachers will be seen to be advocating for more specialist quality teaching while also solving the current problem of qualified and knowledgeable English language teacher shortages across the sector. It will also provide a focus for advocacy in schools EAL/D Education, in particular, in relation to all three directions in ACTA's *National Roadmap for EAL/D Education in Schools*.

Researchers' institutions- Universities, and more specifically the Schools of Education within these, (where the Lead researcher and co-investigators work), will appreciate the urgent need for units related to TESOL to be embedded in current course provision at ITE level. It will also provide a focused research agenda around the three National Roadmap directions and promotion of EAL/D-focused policy studies, in particular, the impact of school autonomy policies on school-based equity programs.

Programs- The study would enhance the reputation of Initial Teacher Education (ITE) degree programs by ensuring that graduate teachers have the requisite skills to meet student learning needs e.g. EAL/D learners (which they currently do not). Universities convinced of the need for EAL/D

specialist courses can double-badge ITE units with low enrolment post graduate TESOL/Applied Linguistics programs and add differentiated assessment thus boosting numbers and financial viability for post graduate courses as well and ensuring the survival of TESOL programs in universities. It will also provide information on the accountable targeting and use of English proficiency needs-based funding to deliver effective EAL/D programs in schools improving EAL/D learner outcomes.

TESOL Community- The status and reputation of the TESOL teaching community will be enhanced by having quality teachers. This will ensure the survival of this important sector in a country in which nearly half of the people have parents born overseas and almost a quarter speak a language other than English at home.

Budget

Conference travel expenses $500
(maximum permitted)
- **Costing:** Return flights from Perth to the East Coast of Australia to attend the ACTA conference for the five WA-based research team members at approximately $1000 each and transport on the East Coast for the sixth, seventh, eighth and nineth team members to attend is approximately $800 (5 x $1000 + 4 x $400 = $6,600). Plus, four nights' accommodation at $200/night for each of the nine team members (9 x $200/night x 4 nights = $7,200). Total conference travel expenses will be $13,800.
- **Justification:** The team would like to present our research finding as a team, and in particular to ensure that our school-based collaborators are able to attend this important professional development opportunity. Given that most of the team is located in Western Australia this represents a significant cost to the team. The maximum $500 will be claimed and given to our school-based collaborators.

Gift tokens for interviewees $600
- **Costing:** $30 gift tokens for each of the 20 interview participants ($30 x 20 = $600).
- **Justification:** Gift tokens will be offered to all interview participants in recognition of the significant time commitment required to undertake interviews, and as a token of our appreciation.

Survey prize draw $270
- **Costing:** Survey participants will be offered the opportunity to have their names placed in a prize draw to win one of seven gift voucher prizes. These will comprise of three $50 vouchers and four $30 vouchers (3 x $50 + 4 x $30 = $270).
- **Justification:** The survey will primarily target teachers working in schools, graduate teachers, and initial teacher education students. These groups of potential participants are often time-poor and balancing family responsibilities with work. Additionally, they often receive many additional "administrative requests" such as surveys. Consequently, there is a level of survey fatigue across this population, as well as significant demands on their time. Therefore, we would like to offer a prize draw to participants to recognise their involvement and as a gesture of appreciation that shows consideration of their circumstances.

Research assistants $8597.73
- **Costing:** Two research assistants (RAs)will be employed at Australian university #1. RA1 will do 60 hours of work (60hrs x $45 p/hr (casual employment via ABN = $2700.00). RA2 is costed at the 2023 rate for a casual staff member at G06.1 including 17% oncosts for 87 hours of work (87hrs x $67.79 p/hr = $5897.73).
- **Justification**: Two RAs are needed to cover the requirements of the two surveys. RA1is an expert in quantitative data collection and analysis and RA2 is an expert in qualitative data collection and analysis and has an impressive publication record. RA 1 will assist with

distributing the survey and analysing EAL/D education survey data. RA 2 will contact potential participants for interviews, conduct some interviews with them, analyse the data, co-write papers and oversee the project timeline to ensure deadlines are met.

TOTAL AMOUNT REQUESTED= $9967.73

In-kind contribution

Australian university #1
Academic 1 x Level E Step 1 5 x 30 min interviews (2.5 hrs), analysis (5 hrs), writing up the report (3hrs) and related publications (16hrs) = 26.5hrs

Academic 1 x Level B Step 6 5 x 30 min interviews (2.5 hrs), analysis (5 hrs) and related publications (16hrs) = 23.5hrs

Academic 1 x Level D Step 3 5 x 30 min interviews (2.5 hrs), analysis (5 hrs) and related publications (16hrs) = 23.5hrs

Total Australian university #1= $15,159. 28

Australian university #2
Academic 1 x Level D Step 3 5 x 30 min interviews (2.5 hrs), analysis (5 hrs) and related publications 16hrs) = 23.5hrs

Total Australian university #2 =$2879.74

Australian university #3
Academics 2 x Level D Step 3 -Writing of survey questions (20hrs), analysis of survey responses (30 hrs), writing of State of EAL/D education report and related publications (30hrs) = 80 hours

Total Australian university #3 = $9800.00

Partnership organisation #1
Teacher co-design of the project, recruitment of teachers, piloting the data collection instruments 3 x 1 day (7.5 hrs) = $1800 (22.5 hrs)

Partnership organisation #2
Teacher co-design of the project, recruitment of teachers, piloting the data collection instruments 3 x 1 day at $600 per day (7.5hrs) = $1800 (22.5 hrs)

Partnership organisation #3
Teacher co-design of the project, recruitment of teachers, piloting the data collection instruments 3 x 1 day at $600 per day (7.5hrs) = $1800 (22.5 hrs)

Total Partnership organisations = $5,400

Please outline how the money will be spent. Please take into account any administrative costs that may be part of your organisation's operations.

Other funding
Is there any other funding source for this project?
Yes ☐ No ☐

ACTA Research Grant

We, the applicants of the 2023 ACTA Research Grant, acknowledge and accept that the decision of the panel (2023 ACTA Research Grant Advisory Group) is final.

APPLICANT 1	
Signed:	Date: 19/12/2023

APPLICANT 2	
Signed:	Date: 1/02/2024

APPLICANT 3	
Signed:	Date: 06/02/2024

APPLICANT 4	
Signed:	Date: 12/02/2024

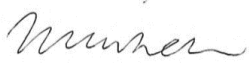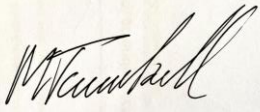| APPLICANT 5 |
| --- |
| Signed**:**   Date: 18/03/24 |

APPLICANT 6
Signed: Date: 18/03/24

Submitting this Research Grant Application

Please submit this application by February 16th, 2024 as a single document using this form to:

administration@tesol.org.au

Queries can also be directed to this email address.