



The following application is to be used as a guide for the completing of Form C applications:

## **Application for Ethics Approval for a Research Component of a Teaching Programme (Form C)**

Bachelor of Teaching (Early Childhood Education)

EDUC7037

Research 3: Action Research Project      30 credits

School of Education

Course Coordinator: Maggie Haynes  
[mhaynes@unitec.ac.nz](mailto:mhaynes@unitec.ac.nz)  
ext. 8270

Programme Director: Dr Bronwyn Reynolds  
[breynolds@unitec.ac.nz](mailto:breynolds@unitec.ac.nz)  
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## Introduction

This document is made up of a number of resources that are supplied in support of an application for the ethics approval for the research component in the *Bachelor of Teaching (Early Childhood Education)* (EDUC7037 Research 3: Action Research Project).

Attention to ethical matters is a priority for the academic staff and students involved in this course. The students studying this programme/course are field-based early childhood students – that is they are working as teachers in early childhood centres as well as studying at Unitec. The ethical standards in the early childhood sector are rigorous and teachers work within the bounds of the national early childhood code of ethics. Consequently students (and teaching staff) in this course already have knowledge of ethical behaviour in their practice and so display an understanding and willingness to accept that for research there are further ethical protocols to be followed.

This course has been offered at Unitec for only one year, when approval for the delivery of the BTchg(ECE) was granted and we expect success for the 80 students currently near to completion of the course. However, its predecessor in the DipTchg(ECE) ran from 2002, with approximately 180 students in total. Block approval for a "research component of a teaching programme" was sought and gained by myself, under the UREC regulations of the time. During this time no students have experienced difficulties in regard to the ethical conduct of their research and no complaints have been received by the School of Education from research participants or research sites.

In 2006, students were required to submit individual applications for research ethics approval to the Unitec Research Ethics Committee and all of these applications were approved. Student applications were submitted through their supervisor, closely monitored by myself as the course coordinator.

We look forward to the approval of this application (Form C). Please do not hesitate to contact any of the below named staff for further information.

Maggie Haynes  
Programme Coordinator (ECE)  
School of Education



**APPLICATION FOR ETHICAL APPROVAL  
FOR A RESEARCH COMPONENT OF A TEACHING PROGRAMME – FORM C**

*Please refer to the Guidelines while filling in this form.*

*Research cannot proceed until formal approval from UREC has been given in writing.*

*(For office use only)*

Ethics Committee Ref. No:	<b>2006.725</b>	Date approved:	
Date received:	<b>30/10/06</b>	Period of approval:	

**DECLARATION:**

The information supplied is, to the best of my knowledge and belief, accurate. I have considered the ethical issues involved in research and believe that I have adequately addressed them in advance of our student projects. I have read the current guidelines and policy for ethical approval for research involving human participants, published by the Unitec Research Ethics Committee (UREC), and clearly understand my obligations and the rights of participants. I understand that if the methods used in this course/programme research change in any ethically-significant way, or exceed those approved by UREC, I must inform UREC and obtain their written approval before proceeding. I will comply with all other Unitec policies and the laws of New Zealand.

	<b>Name:</b>	<b>Date:</b>
Course Co-ordinator name: (as the applicant)	Maggie Haynes	
Applicant signature:		
Programme Director name (if applicable):	Bronwyn Reynolds	
Programme Director signature:		
Head of School name:	Carol Cardno	
Head of School signature:		

**DEGREE/QUALIFICATION**

Bachelor of Teaching (Early Childhood Education)
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**COURSE TITLE, NUMBER & CREDIT VALUE**

Research 3: Action Research Project	EDUC 7037	30
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**ATTACHMENTS: Checklist**

- ☐ Course Outline (from current programme document)
- ☐ Lecture/resource material as supplied to students (e.g. protocols, powerpoints, student notes etc)

Applications should be received by UREC **at least 10 working days prior** to the next advertised meeting. Every effort will then be made to resolve each application at that meeting.

**GENERAL INFORMATION****1. COURSE COORDINATOR DETAILS:**

Name:	Maggie Haynes
Address (Bldg and room number):	180: 2002
School:	Education
Phone No:	8270
Highest Qualification	MEdStudies (Hons)

Evidence of experience/awareness/knowledge of research ethics

xxxx

**2. SUPERVISOR(S):**

Name	School	Highest Qualification	Evidence of experience with research ethics

**3. INVOLVEMENT OF HUMANS AS PARTICIPANTS:**

Could some projects in this course involve humans as participants?    ☒ Yes    ☐ No

Could some projects in this course adversely affect humans as participants? (e.g. physically, culturally, socially, financially, psychologically, emotionally)

☒ Yes    ☐ No

**4. METHODS:**

Questionnaire    ☒

5

Focus Group ☒  
Interview ☒  
Observation ☒

**METHODOLOGY**

Action Research

Will electronic media (e.g. e-Mail or the internet) be used to solicit the collection of data from participants?

☐ No

**Please attach examples of relevant protocols and/or procedures that students will be using.**

**5. RESEARCH COORDINATION PROCESS**

What processes will be employed by the course coordinator to ensure the rigour of each student's project (e.g. proposal preparation, ongoing supervisor contact, data collection techniques having supervisor approval, and prevention of inducements)?

A team of lecturers works in very close collaboration in planning, delivery and assessment of the research course.

The course coordinator oversees all aspects of research. Teaching team meetings are held regularly to ensure common understandings and interpretations of the requirements. The coordinator also uses email technology, across the teaching team, for frequent monitoring of issues that arise.

Students are required to submit a research proposal which is assessed. The proposal involves consideration of research ethics. As with all assessments these are internally moderated, and sometimes externally moderated also. Students are not permitted to commence their research until their proposals have been assessed to a satisfactory (pass) level.

If approval for responsibility for ethics is devolved to the course coordinator, our intention is for students to include ethical considerations in their proposal. This process will include, for example, such aspects as data collection techniques, prevention of inducements etc

Data collection techniques must be approved by supervisors. Methods, including kaupapa Maori approaches, are taught in class.

Students are encouraged to present draft writing from early stages of the process, which assists the course coordinator in identifying issues that need further elaboration amongst the team of supervisors.

**6. MEETING ETHICAL PRINCIPLES**

Please describe how you will ensure that students address the following principles (as applicable):

- Informed and voluntary consent
- Respect for rights and confidentiality and preservation of anonymity
- Minimisation of harm
- Cultural and social sensitivity (including Maori participation)
- Limitation of deception
- Respect for intellectual and cultural property ownership
- Avoidance of conflict of interest
- Research design adequacy

All the above issues will be covered in class in particular during the block days at the beginning of the course, and reflected in the research proposal.

Supervisors will ensure that the research design is adequate and that correct information/consent procedures are followed.

Ethical issues will be discussed in greater detail in the course of supervision of students, to ensure ethical protocols will be followed e.g. informed consent; respect for anonymity; cultural and social sensitivity....

These students are field-based students (already working as early childhood teachers as well as attending classes at Unitec). Hence, in relation to minimisation of harm, they will also be working within the national early childhood code of ethics, designed to alleviate risk of harm.

The principles and practices of research ethics is a taught component of the course (see attached teaching

## 7. DATA SECURITY

You must ensure that Students are made aware of the following points:

- Only the researcher and primary supervisor will have access to the data, and that anonymity of the participant, in relation to their data, will be preserved in all instances.
- Data will be kept secure from unauthorised access for at least 5 years following the conclusion and/or publication of the study, stored at Unitec, and physically destroyed thereafter.
- Data will NOT be used other than for the purpose originally conveyed to the participants.

## 8. SUBMISSION AND APPROVAL PROCESS

One signed hard copy plus three copies of this signed copy (i.e. a total of four hard copies) of the completed application form must be sent to the UREC secretary. An electronic copy of the application must also be sent to the UREC Secretary: [ethics@unitec.ac.nz](mailto:ethics@unitec.ac.nz). UREC's decision will be relayed to you by letter and/or email.

Recommended deadlines for submission:

- for Semester 1 courses – 31 October
- for Semester 2 courses – 30 April.

### Contact details:

UREC Secretary  
Research Office  
Building 1, Room 3005  
Unitec New Zealand  
Private Bag 92025  
Auckland

Ph. 815 4321 ext 7248  
Email: [ethics@unitec.ac.nz](mailto:ethics@unitec.ac.nz)

<b>EDUC 7037 RESEARCH 3: ACTION RESEARCH PROJECT</b>	<b>Level 7</b>	<b>Credit 30</b>
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<b>STUDENT LEARNING HOURS</b>		
Contact Time: 80	Directed Learning: 220	Total: 300

**AIM**

The course facilitates the planning, implementation and justification of an action research project in early childhood education.

**LEARNING OUTCOMES**

1. Plan an action research project including the exploration of ethical issues and data collection methods
2. Implement and justify an action research project

**CONTENT OUTLINE**

Examination of action research methodology and ethics as a problem-solving approach for early childhood, with affinity to kaupapa Maori research  
 Analysis of teachers critically reflecting on action  
 Determination of ways of affecting change for maximising children's learning  
 Contextualisation of philosophical and pedagogical views of the research focus  
 Selection of a range of possible questions for investigation  
 Development of a sound rationale for the research focus  
 Critique of relevant theory identifying links between theory and practice  
 Design of an action research proposal, including ethical approval, pertaining to selected topic  
 Planning and implementation of data collection and recording  
 Organisation of data analysis and relevant interpretation  
 Linking to theory through self-examination of practice  
 Identifying possible strategies for reconstructing practice  
 Justifying recommendations to reconstruct practice  
 Reporting on research and providing evidence to justify decision-making

<b>ASSESSMENT EVENTS</b>	<b>% FINAL COURSE GRADE</b>	<b>RELATED LEARNING OUTCOME</b>
1. An action research proposal including ethics approval and data collection methods	25	1
2. A written report on an action research project presented in accordance with the appropriate conventions of report-writing.	75	1,2

**REFERENCES**

- Anderson, G. with Arsenault, N. (2001). *Fundamentals of educational research* (2<sup>nd</sup> ed.). London: RoutledgeFalmer.
- Aubrey, C., David, T., Godfrey, R. & Thompson, L. (2000). *Early childhood educational research: Issues in methodology and ethics*. London: RoutledgeFalmer.

- Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham, UK: Open University Press.
- Gall, M., Borg, W. & Gall, M. (1996). *Applying educational research: A practical guide* (6<sup>th</sup> ed.). New York: Longman.
- Cardno, C. (2003). *Action research: A developmental approach*. Wellington: New Zealand Council for Educational Research.
- Cardno, C. (2004). *Debates in action research* [Monograph]. UNITEC Institute of Technology: UNITEC Copycentre.
- Coffin, C., Curry, M-J., Goodman, S., Hewings, A., Lillis, T. & Swann, J. (2003). *Teaching academic writing: A toolkit for higher education*. London: Routledge.
- Coghlan, D. & Brannick, T. (2001). *Doing action research in your own organization*. London: Sage Publications.
- Collins, J., Insley, K. & Soler, J. (Eds.). (2001). *Developing pedagogy: Researching practice*. London: Paul Chapman.
- Corrie, L. (1999). Contributing to educational change as a teacher-researcher. *New Zealand Research in Early Childhood Education*, 2, 29 - 40.
- Dick, B. (2004). Action research literature: Themes and trends. *Action Research*, 2(4), 425 - 444.
- Early Years Interest Group. (2003). *Early years research: Pedagogy, curriculum and adult roles, training and professionalism*. Southwell, UK: British Educational Research Association.
- Kemmis, S. & McTaggart, R. (1988). *The action research planner*. Victoria: Deakin University Press.
- Kemmis, S. & Wilkinson, M. (1998). Participatory action research and the study of practice. In B. Atweh, S. Kemmis & P. Weeks (Eds.), *Action research in practice: Partnerships for social justice in education* (pp. 21 - 36). London: Routledge.
- Kincheloe, J. (2003). *Teachers as researchers: Qualitative inquiry as a path to empowerment*. London: RoutledgeFalmer.
- McNiff, J., Lomax, P. & Whitehead, J. (1996). *You and your action research*. London: Routledge.
- Middlewood, D., Coleman, M & Lumby, J. (1999). *Practitioner research in education: Making a difference*. London: Paul Chapman.
- Ministry of Education. (1996). *Te Whaariki. He Whaariki Maatauranga mo nga Mokopuna o Aotearoa: Early Childhood Curriculum*. Wellington: Learning Media.
- Ministry of Education. (1998). *Quality in action: Te Mahi Whai Hua: Implementing the revised statement of desirable objectives and practices in New Zealand early childhood services*. Wellington: Learning Media.
- Ministry of Education. (2002). *Pathways to the future: Ngaa Huarahi Arataki: A 10-year strategic plan for early childhood education*. Wellington: Learning Media.
- Mitchell, L. (2003). Shifts in thinking through a teachers' network. *Early Childhood Folio*, 7, 22 - 27.
- Piggot-Irvine, E. & Gratton, R. (2004, July). *A thousand mile journey starts with a single step: Action research as a tool for school improvement*. Paper presented at the New Zealand Action Research Network conference, Christchurch, New Zealand.
- Punch, K. (2000). *Developing effective research proposals*. London: Sage Publications.

**N.B. the above list will be supplemented by each student depending on their individual research focus.**

**BACHELOR OF TEACHING  
(EARLY CHILDHOOD EDUCATION)**

**COURSE EDUC7037: ACTION RESEARCH PROJECT  
ASSIGNMENT 1: ACTION RESEARCH PROPOSAL**

***ASSIGNMENT REQUIREMENTS***

Write a proposal for an action research self-study project to be conducted by you in your workplace.

CHECK that you have completed all sections of the Proposal Form and the prescribed Ethical Approval Application Form which must be submitted at the same time as submitting **one** copy of your proposal.

**DUE DATE**  
**14 February 2006 (Year 3)**  
**13 March 2006 (UPGRADE)**

**ASSESSMENT CRITERIA**

***The learner will demonstrate the ability to:***

- select an appropriate and realistically scoped topic, which has a self-study focus, and explain the background for this choice;
- list key literature related to the topic theory base;
- express relevant and worthwhile aims;
- pose questions which are significant and are linked to the aims;
- suggest suitable and realistic data gathering techniques for reconnaissance and evaluation;
- suggest appropriate tentative intervention action monitoring;
- demonstrate consideration of issues related to collaboration, verification and critical reflection.
- provide assurance of adequate attention to ethical considerations demonstrated in completion of a prescribed Application for Ethical Approval.

**BACHELOR OF TEACHING  
(EARLY CHILDHOOD EDUCATION)**

**COURSE EDUC7037: ACTION RESEARCH PROJECT  
ASSIGNMENT 1: ACTION RESEARCH PROPOSAL**

***ASSESSMENT SCHEDULE***

**NAME:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

<b><i>Topic selection and rationale</i></b> (topic with a self-study focus and realistic scope is identified; significance for professional practice improvement is expressed)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Literature</b> (adequate range)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Aims</b> (worthwhile and relevant aim expressed, specific aims related to action research phases listed)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b><i>Research questions</i></b> (significant questions posed, links with aims are clear, links to action research phases are clear)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Data gathering and action monitoring</b> (suitable and realistic methods for answering research questions proposed, appropriate tentative intervention action monitoring suggested)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Collaboration, Verification, Critical Reflection</b> (adequate consideration given to issues)					

**Overall comment:**

**Lecturer** \_\_\_\_\_

**Date** \_\_\_\_\_



# **Bachelor of Teaching (Early Childhood Education)**

**COURSE EDUC7037  
ACTION RESEARCH PROJECT**

**Study Guide  
Action Research  
PROPOSAL**

**2006**

# ACTION RESEARCH: PREPARING A PROPOSAL

## USING THE SET TEXT FOR THE COURSE

McNiff, J. & Whitehead, J. (2005). *Action research for teachers: A practical guide*. London: David Fulton.

Refer throughout to the book by Jean McNiff and Jack Whitehead as it has extremely useful questions and guidelines that will help you to develop a proposal or what is sometimes called a 'plan of action' for an action research project.

## SUPERVISION ARRANGEMENTS

All action research projects will be supervised by a designated lecturer. There will be two forms of supervision. Firstly small-group supervision and secondly individual supervision.

### **Small-Group Supervision**

This is timetabled supervision that will occur within the scheduled teaching times for this Course. The supervisor will meet the group collectively or individually but normally the session will begin and end with the group coming together to focus on process and progress.

### **Individual Supervision**

This happens beyond timetabled / scheduled meeting times and involves student-supervisor communication which is initiated by the student. This happens in many modes: face-to-face, telephone or email contact, written work. Because there is a high degree of scheduled group supervision in this course it is unlikely that individual supervision will be an unreasonable demand. Possibly three to four meetings to discuss written work is the expectation. An individual supervision session, providing feedback on written work, would normally be about an hour.

## SUPERVISION EXPECTATIONS

### **Expectations Held of Supervisors by Students**

The supervisor is the person the student will approach for regular guidance in:

- planning a proposal for research
- planning tasks for each phase of the research

- conducting, analysing and discussing the research
- comment on written sections of research
- presenting the research in an appropriate format.

Supervisors should be available on an agreed and reasonable basis to discuss research issues with students and should give students notice of prolonged absence plans.

### **Expectations Held of Students by Supervisors**

Supervision is essential and it is the student's responsibility to initiate this on a regular, planned basis.

To be supervised effectively there must be something tangible for your lecturer to supervise. This includes plans, data, outlines of sections in the report and actual writing of these sections. Hence the expectation is that you will start to produce work towards your final report as soon as possible and that you will send this to your supervisor or bring this to small-group supervision sessions.



## **Bachelor of Teaching (Early Childhood Education)**

### **ACTION RESEARCH PROJECT PROPOSAL**

Please use the proforma provided overleaf and fill in every section. Submit this proposal to your supervisor by the due date.

Your application for ethics approval must be completed at the same time and submitted to your supervisor together with the Action Research Project Proposal.

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## SCHOOL OF EDUCATION

### ACTION RESEARCH PROJECT PROPOSAL

#### 1. TITLE (TENTATIVE)

<b>Conducted at:</b>	UNITEC NEW ZEALAND SCHOOL OF EDUCATION
<b>Degree:</b>	BACHELOR OF TEACHING (ECE)
<b>Course Credit Value:</b>	30
<b>Course number and name:</b>	EDUC7037
<b>Proposed Project Submission Date</b>	NOVEMBER

#### 2. STUDENT DETAILS

<b>Name:</b>	
<b>Student ID No.</b>	
<b>Email address:</b>	
<b>Signature:</b>	
<b>Date:</b>	

#### 3. SUPERVISION

<b>Name of supervisor:</b>	
<b>Email address:</b>	
<b>Signature:</b>	
<b>Date:</b>	

#### BACKGROUND:

*(explain why you chose this topic; describe the concern you have and say what it is you wish to improve, make the worth/significance of the research clear)*

**LITERATURE AND THEORY INTEGRATION:**

*(identify as many items as possible - research reports, journal articles, websites, books etc., that contribute to the knowledge base of your chosen topic area)*

**RESEARCH AIMS:****(1) Overall Aim:**

*(general purpose of this research - one sentence – begin with the word TO.....)*

**(2) Specific Aims:**

*(breakdown of intentions, related to project stages and questions that guide the research)*

At the reconnaissance stage I intend to .....

At the intervention stage I intend to .....

At the evaluation stage I intend to .....

**KEY RESEARCH QUESTIONS:**

*(remember that what you have stated as an aim (intention) should be the basis of the questions that will guide investigation - approximately two questions for each phase)*

**Phase One – Reconnaissance Questions:****Phase Two – Intervention Questions:****Phase Three – Evaluation Questions:**

**POSSIBLE DATA COLLECTION TECHNIQUES AND POSSIBLE INTERVENTION ACTION MONITORING:**

**Phase One: Reconnaissance**

*(the way data will be gathered to answer my research question(s))*

**Phase Two: Intervention**

*(the way actions – the change strategy – will be monitored)*

**Phase Three: Evaluation**

*(the way in which data will be collected to provide evidence)*

**COLLABORATION AND VERIFICATION PLANS**

*(who will I involve, and in what way, to increase the inclusion of others and the checking of perceptions throughout the project?)*

**CRITICAL REFLECTION / LEARNING PLAN**

*(explain how you could use a reflective journal and possibly a critical friend to enhance your personal reflection and learning)*

**RESEARCH ETHICS CONSIDERATIONS:**

Complete the checklist below to confirm that you have given consideration to the following:

<b>ITEMS REQUIRED</b>	<b>CHECK</b> ✓
<b>1. Permission from the organisation in which you work.</b>	
<b>2. Information to be provided to:</b> <b>a) parents (eg. when children are peripheral participants) and /or</b> <b>b) adult participants.</b>	
<b>3. Consent form(s) for participants.</b>	

**NOTE:** You are provided with a Protocol Guideline for this course that contains outlines (or model templates) for all of the above. Please use this material when completing your Proposal.



## SCHOOL OF EDUCATION

### RESEARCH ETHICS PROTOCOL

#### ***Research Ethics Requirements for an Action Research Project in the Bachelor of Teaching (ECE)***

##### PROTOCOL

The Course Co-ordinator (and all Lecturers who teach / supervise this Course) will be responsible for advising students engaging in research in the degree *Bachelor of Teaching (ECE)* of the ethical considerations and requirements that attach to any research involving human subjects.

#### ***The principle of informed consent is paramount***

Whilst the nature of action research in pre-service teacher education generally involves a form of individual self-study, investigation of practice and reporting of findings will invariably require interactions with others. Every aspect of a research project must take into account both ethical considerations and legal obligations such as those contained in the Privacy Act (1993). Thus, if others, and children in particular, are contributing in any way to the collection of, and reflection on, data (beyond that associated with normal teaching/learning practices) they themselves or their caregivers must be fully informed and must consent to participation before the project can proceed.

#### **Likely Participants in Action Research Self-Studies**

Because the student-practitioner is the primary focus of action research of the type that is called 'self-study teacher research', the investigation and improvement activity focuses on their own practice. This is a form of qualitative research that may draw on and impact upon other people in the research context, such as the children who as learners are implicated in the teaching activity and other teachers in collaborative settings. When the significant participation of others is determined by the nature of the research question it is imperative that all steps are taken to ensure that the research is ethical. In every case the student and supervisor will discuss the degree to which the formal protocols need to be applied.

#### **Readings and References (ethics related)**

- Cardno, C. (2003). Challenges for researchers. In *Action research: A developmental approach* (pp. 53-59). Wellington: New Zealand Council for Action Research.
- Coady, M. M. (2001). Ethics in early childhood research. In G. MacNaughton, S. A. Rolfe, & I. Siraj-Blatchford (Eds.), *Doing early childhood research: International perspectives on theory and practice*, (pp. 64-74). Buckingham: Open University Press.
- Cohen, L., Manion, L. & Morrison, K. (2000). The ethics of educational and social research. In *Research methods in education* (5<sup>th</sup> ed.) (pp. 49-72).
- Davidson, C. & Tolich, M. (Eds.) (2003). The ethics and politics of social science research. In *Social science research in New Zealand: Many paths to understanding* (2<sup>nd</sup> ed.) (pp. 69-87). Auckland: Pearson Education.
- Mutch, C. (2005). Examining the ethical issues. In *Doing educational research : A practitioners' guide to getting started*. Wellington: New Zealand Council for Educational Research Press.
- Tolich, M. (Ed.) (2001). *Research ethics in Aotearoa New Zealand*. Auckland: Longman.

### **Role of the Research Supervisor**

In developing a proposal for an action research project, students must complete a section on ethics. This requires anticipation of any ethics-related challenges and attending to all of the following:

- Obtain permission letter from organisation in which research will occur;
- Complete a proposal, including ethical considerations
- Attach to the proposal the required protocol documents - Information Sheet and Consent Form; and
- Attach to the proposal draft instruments if appropriate (eg. observation/interview schedules).

The supervisor must be satisfied that all these requirements are achieved at the planning / approval of proposal stage.

At the data collection stage students must ensure that their supervisor gives them clearance to use any final data collection tool such as a Focus Group Interview Schedule, Questionnaire or Observation Plan.

**The supervisor(s) may ask students to produce these documents for scrutiny at any time.**

## PROTOCOL TEMPLATES

The following pages contain a number of templates that students can choose to use in order to inform others about their project and to gain informed consent when this is necessary.

Note – in the case of questionnaires where information is usually contained on the front page, consent forms are not necessary as when a participant completes the questionnaire they are of course giving tacit consent as participants. In interview, focus group and observation situations both an information sheet and consent form may be necessary.

For self-study action research it is often appropriate to inform the community in which you are working about the project generally. Hence the 'newsletter' insert model is also supplied.

**PRO-FORMA LETTER OF PERMISSION (Organisation)**  
(THIS DOCUMENT MUST BE PRODUCED USING THE ORGANISATION'S LETTERHEAD  
OR CONTAINING THE ORGANISATION'S LOGO/STAMP)

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**LETTER OF PERMISSION (ORGANISATION)**

**TO:** Unitec Institute of Technology

**FROM:**

**DATE:**

**RE:** (TITLE OF PROJECT AND NAME OF STUDENT)

We have been given and have understood an explanation of this research project for the *Bachelor of Teaching (ECE)*. An opportunity to ask questions and have them answered has been provided. It has been made clear that the name of the organisation will not be used in any public reports and that any information we may have provided can be withdrawn from this project up until 1 June 2007.

On behalf of (NAME OF ORGANISATION) I give permission for participation in this research project

***Signed:***

**Name:**

**(please print clearly)**

**Date:**

## **PRO-FORMA NEWSLETTER INSERT - INFORMATION FOR PARENTS WHOSE CHILDREN MAY BE PERIPHERAL RESEARCH PARTICIPANTS**

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### **Action Research Project**

(Name,) a teacher in our Centre, is completing the *Bachelor of Teaching (ECE)* at Unitec Institute of Technology and will be conducting a self-study Action Research Project throughout 200X.

Your child may be in groups where the teacher collects information about her/his own practice in the normal course of her/his teaching and children's learning activities.

Please do not hesitate to contact the teacher or myself if you have any concerns about the project or your child's involvement.

**HEADTEACHER**

**PRO-FORMA LETTER****INFORMATION FOR RESEARCH PARTICIPANTS**

(THIS DOCUMENT MUST BE PRODUCED USING THE UNITEC LOGO - AVAILABLE FROM YOUR SUPERVISOR)

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Date

(STUDENT'S HOME ADDRESS)

Dear (PARTICIPANT)

I am currently enrolled in the *Bachelor of Teaching (ECE)* degree in the School of Education at Unitec Inst and seek your help in meeting the requirements of a research course which forms a substantial part of this degree.

The aim of my project is ...

I request your participation in the following way ...

Neither you nor your organisation will be identified in the Research Report unless you grant such permission. The results of the research activity will not be seen by any other person in your organisation without the prior agreement of everyone involved. You are free to ask me not to use any of the information you have given, and you can, if you wish, ask to see the report before it is submitted for examination.

I hope that you will agree to take part and that you will find your involvement interesting. If you have any queries about the research, you may contact my supervisor who is

Phone                      , email                      .

Yours sincerely

Student's full name

**PRO-FORMA CONSENT FORM (Adult Participant)**

(THIS DOCUMENT MUST BE PRODUCED USING THE UNITEC LOGO OR LETTERHEAD  
- AVAILABLE FROM YOUR SUPERVISOR)

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**School of Education  
Bachelor of Teaching (ECE) Action Research Project**

**CONSENT FORM****TO:** (NAME OF STUDENT)**FROM:** (participant)**DATE:****RE:** (TITLE OF PROJECT)

I have been given and have understood an explanation of this research project for the *Bachelor of Teaching (ECE)*. I have had an opportunity to ask questions and have had them answered. I understand that neither my name nor the name of my organisation will be used in any public reports unless I agree otherwise, and that I may withdraw myself or any information I have provided for this project without penalty of any sort.

**I agree to take part in this project*****Signed:*****Name:****(please print clearly)****Date:**