

Teacher-led Innovation Fund Round 1: Successful Projects and Schools

Lead school	Supported by	Any additional schools involved	Project	Length of Project
McAuley High School, Auckland	University of Auckland		<p>This teacher inquiry project is about flipped classrooms for accelerating outcomes of priority learners. The focus is on senior Maths, Social Sciences, Chemistry and Te Reo, and junior Social Studies.</p> <p>The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.</p>	18 months
Manutuke School, Gisborne	Local native speakers and Kia Āta Mai Trust	Waikirikiri School Wairoa Primary School Hatea-A-Rangi	The collaborative project aims to improve the oral acquisition and competency of te reo for tamariki and kaiako.	1 year
John McGlashan College, Dunedin	University of Auckland		The project focuses on teachers utilising a brain-based intervention to improve reading for secondary students with dyslexia.	6 months
Bishopdale School, Christchurch	University of Canterbury, PENZ and Sport Canterbury	Avonhead Primary Cobham Intermediate Breens Intermediate	This collaborative project is about building a community of collaborative inquiry through an online Physical Education mentoring programme.	1 year
Russley School, Christchurch	University of Canterbury		This project is about the integration and transfer of knowledge and skill related to phonological awareness for students with special learning needs including dyslexia, into literacy teaching and learning in Years 1-3.	1 year

Dargaville High School, Dargaville	Massey University	Bream Bay College	This collaborative teacher inquiry project targets gifted and talented Māori and Pasifika boys and is about the effectiveness of new approach to curriculum learning that is focused on real engagement in active problem solving (REAPS) with mentorship from the community with the aim to raise student achievement.	2 years
Te Mata School, Raglan	Waikato University		This inquiry project is about repeated teacher action inquiries to lift achievement in mathematics for identified students well below expectation, with all teachers, and then transferring effective strategies to wider student groups.	18 months
Maungaraki School, Wellington	University of Auckland & CORE Education	Our Lady of the Rosary Korokoro School	This collaborative project is about inquiry into teaching practices that encourage student agency, and that have an impact on the achievement of priority learners.	18 months
Northcote College, Auckland	University of Auckland	Otahuhu College Mt Roskill Grammar	This collaborative project will focus on sharing teaching practices to accelerate progress for students in mathematics and reading, deepening teacher knowledge, and supporting parents and caregivers to be active participants in their children's learning. This project had a deliberate approach to scaling up the model within the 3 schools which will inform scaling beyond the project.	2.5 years
Wellington Girls College, Wellington	Massey & Otago Universities	St Patrick's Silverstream Newlands College St Oran's College	This project is about how innovative teaching practices in the context of drama can be implemented to make a difference in achievement in secondary school contexts and what can happen when teachers come together to share their practices.	2 years
Kaikorai Valley College, Dunedin	NZCER & CORE Education	Balaclava School Kaikorai School Morningside School Bradford School	This collaborative project establishes an urban concept farm where students and teachers build stronger engagement in science education, student and teacher action competence, and targeted development of critical thinking, a skill necessary for higher levels of achievement.	18 months
Russell St School, Palmerston North	Massey University & CORE Education	Ashurst School	This collaborative inquiry project is about shifting teacher practice in ways that lead to an explicit lift in student agency for all learners, and especially for priority learners.	18 months

St Peter's Catholic School, Cambridge	University of Waikato	Cambridge High School	The project focuses on teachers enhancing boys writing through e-learning pedagogy.	1 year
Taipa Area School	University of Auckland		The project focuses on implementing project-based learning to raise student achievement. Taipa Area School has had success with students in music performance and they will investigate whether the teaching practices used in this context can be successfully implemented in other areas of the school to improve learning outcomes for their students, who are predominantly Māori and from low socio-economic backgrounds.	1 year
Sacred Heart (Petone), Wellington	Victoria and Waikato Universities	Korokoro School Maungaraki School Imagine Childcare Petone Beach Kindergarten Alicetown Playcentre	This collaborative teaching project is an inquiry into identifying "best practice" for learners transitioning to school, that foster enduring and educationally powerful connections with families/whanau and communities.	2 years
Kaikorai Valley College, Dunedin	NZCER, University of Otago, SportNZ, NZ Secondary Schools Sports Council	Queens High School	This inquiry project extends the learning from the Sport in Education project. It plans to investigate if the 'teacher as a coach' model metaphor can be adapted for peer-to-peer professional learning. It involves teachers from two secondary schools and three subject areas who will inquire into their pedagogical approaches.	2.5 years
Porirua College, Wellington	Victoria University		This project is a teacher inquiry to enhance student achievement in science for year 10 and 12 students.	18 months
Flaxmere College, Hastings	Teaching for Equity		This project focuses on creating collaborative teacher inquiry to accelerate literacy progress.	18 months
Otorohanga College	University of Waikato		This project focuses on teachers developing student writing identities as a key to writing success, and through innovative ways of engaging with families and communities.	18 months
Southern Cross Campus, Auckland	TEAM Solutions		This teaching inquiry project is about repurposing traditional learning spaces and raising engagement in literacy and achievement in speech assessments.	6 months
Western Springs College	Universities of Waikato and Victoria		This inquiry project is about developing mathematics and disciplinary literacy in teaching practices to raise achievement in year 9 and 10 mathematics.	6 months
Wellington East Girls	AUT		The project focuses on re-organised groups of teachers	3 years

College			around a group of students, & creating learning hubs to foster teacher practice around future focused learning needs.	
Nayland College, Nelson	NZCER	Nelson College for Girls	This project is a teacher inquiry in to blended learning tools for e-learning, student engagement and teacher effectiveness.	2.5 years
Richmond Road School, Auckland	Woolf Fisher Institute, University of Auckland		This project is about developing teacher learning communities to improve student learning by actively practicing formative assessment strategies.	3 years
Alfriston College, Auckland			This inquiry project focuses on whanau based groupings and integrated learning for years 9-10 and its impact on teaching practices and student learning and achievement.	18 months
Greymouth Main School	Cognition Education	Paroa School Paparoa Range School St Patricks School Awahono School Blaketown School Cobden School Kaniere School Karoro School	This collaborative inquiry project is about strengthening whānau/teacher/learner relationships, and culturally responsive teaching in order to improve learner motivation and achievement.	2 years
Huirangi School, Taranaki	Cognition Education	Waitara Central Kindergarten	This teacher inquiry project is about building effective transitions for children between early childhood and primary school.	18 months
Newtown School, Wellington	Victoria University	Berhampore School Brooklyn School	This collaborative project is about inquiring into the pedagogical shifts that lead to improved student achievement through a co-teaching approach. The inquiry involves teachers across three different schools using the context of mathematics to support co- teaching using evidence-based practices that are known to impact on priority learners.	18 months
Western Springs College	The Education Group,		The project focuses on developing a reflective coaching	18 months

	Auckland & Waikato Universities		model through teacher-led inquiry.	
Westlake Boys High School	Unitec, AUT, NIWA and other community organisations	Avondale College	This teacher inquiry project is focused on Māori and priority learners who will experience curriculum learning in a marae-based EOTC context, which will lead to improved engagement in their learning and accelerated achievement in specific NCEA achievement standards.	1 year
Berhampore School, Wellington	Massey University	South Wellington Intermediate Owhiro Bay School Brooklyn School Newtown School	This teacher inquiry project is about five schools collaborating to build inclusive communities and practices which improve participation and learning for students with special education needs, with a special focus on autism and anxiety.	18 months
Tauranga Girls College	Range of experts including CORE Education		This teacher inquiry project is about using e-portfolios to improve academic performance of year 10 priority learners through pastoral care, connections with whanau/families/communities and a future focused approach.	18 months
Hampden Street School, Nelson	University of Waikato	Wakefield School	This inquiry project is about how student-led pedagogies in modern learning environments improve literacy learning.	18 months
Waimairi School, Christchurch	Range of experts		This project focuses on junior school teachers creating a mathematics teacher-led inquiry to lift priority learners' achievement.	2.5 years
Sacred Heart Girls College, New Plymouth	Range of experts		This teacher inquiry project examines the impact that a focus on audience through the use of appropriate multi-media will have on year 7/8 students writing performance.	1 year
St Mary's Catholic School, Tauranga	Range of experts including from Massey University, CORE Education and University of Waikato		This inquiry project is about multiple teachers in one school conducting spirals of inquiry into the impact of digital conversations/portfolios on teacher practices, whānau/parent engagement and student learning and achievement.	2 years
Glen Avon Primary	Evaluation Associates and		This collaborative project will increase teacher awareness	18 months

School, Auckland	Massey University		of student talk and use this to inform pedagogical practice, in order to support students as thinkers and managers of their own learning, and raise literacy and numeracy achievement.	
St Francis de Sales, Wellington	Accent Learning and other experts		This teacher inquiry project targets underachievement in writing by bringing literacy alive using drama strategies to develop multi-literate students and effective writers.	18 months
Hauraki Plains College	Local iwi groups		This inquiry project examines the space when teachers and learners work in partnership with community to collaborate around a real, relevant and wicked problem. The focus is on agriculture, Māori Cultural Studies and Science and involves vocational industries and local iwi and farmers.	1 year