

Lead School/Service name	Partner schools	Kahui Ako	Project description	Length of project
Dannevirke South School	First Years Preschool	Dannevirke Community of Learning	We would like to know if a smooth transition from ECE to Primary will have an impact on the well-being, holistic development and academic progress of the tamariki in Dannevirke.	2 years
Apanui Primary School		Whakatane Community of Learning	Improve teacher capability in the explicit teaching of oral language. Develop learning-focused partnerships between students, whanau, community and teachers in order respond to student's oral language development.	1.5 years
Fraser High School	N/A	He Waka Eke Noa (NW Hamilton) Community of Learning	What conditions support and hinder Maori/Pasifika holistic student success, and how Te Kaapuia can empower, engage and support our Year 9 and 10 students and whaanau/fanui to own their learning now and into the future	1.5 years

Papamoa College	Wilf Malcolm Institute of Educational Research: University of Waikato	Papamoa Community of Learning	We would like to know if the use of personal projects as the primary mode of learning will have an impact on improving student engagement and achievement for a diverse range of Year 11 students.	1.5 years
Katikati Primary School	Omokoroa Point School. Tauriko School. Omokora School		How teachers who facilitate collaborative knowledge building in the classroom will have an impact on student engagement, self- confidence and therefore academic achievement for our priority students (Maori and Pasifika students).	2 years
Ruahine Kindergarten Association			We would like to know if we can build capacity to extend and sustain the use of DKA data systems to support a culture of data-informed inquiry and teaching and improve children's curriculum experiences and learning in ECE.	1.5 years

Mt Roskill Primary School		Puketāpapa Community of Learning	We would like to know if teachers implementing Makerspace pedagogy in the mainstream classroom will have an impact on student achievement and the development of key competencies (thinking and managing self) for Maori and Pasifika and other learners currently not achieving expected progress within one year.	1.5 years
Kidsfirst Kindergartens Belfast			We would like to know if responsive games incorporating self-regulation strategies would have a positive impact on levels of self-regulation, self-control and attention, leading to more sustained engagement in learning experiences for children aged 3 - 5 years in a mixed age early childhood setting.	2 years
Clive School		Whirinaki Community of Learning	We plan to use an explorers approach to learning where our New Entrant and Year One children have the opportunity to explore their environment and	2 years

			provocations in the different curriculum areas to enhance their Literacy learning.	
Waikowhai Intermediate	Waikowhai Primary	Lynfield Community of Learning	We wish to create opportunities for (a) students to write and express their thoughts using their own language and (b) to work with family/whānau/aiga in the translating process and the development of shared understandings about relevant cultural concepts and support for writing.	1 year
Apanui Primary School		Whakatane Community of Learning	We would like to know if building the capability of teachers and whānau to implement collaborative strategies will have an impact on Tupakari, Turangawaewae, Mauri Ora, and Taumata for the students of Te Whānau ō Awatope - “The many rivers that flow from the source of knowledge”.	1.5 years

<p>Good Shepherd School (Balmoral)</p>		<p>Auckland Central Catholic Community of Schools</p>	<p>We would like to know if teachers' explicit use of the five dimensions of effective practice in the teaching and learning of writing, as described in the recent research by Parr and Gadd (in press), will have an impact on the motivation, achievement levels and attitudes of the students who are currently achieving below expectation in writing.</p>	<p>1.5 years</p>
<p>Thorrington School</p>	<p>Christchurch South Intermediate. Sacred Heart School. Cashmere Primary Te Pae Kereru. Addington Te Kura Taumatua</p>		<p>The Kahukura cluster would like to know if increasing our focus on student voice and student agency as we plan and work in digital learning spaces has a positive impact on students' digital citizenship.</p>	<p>2 years</p>

Waimairi School			We would like to know if collectively building psycap in a school setting will have an impact on learning, well-being and behaviour for targeted groups of students, staff, and whānau.	1.5 years
St Joseph's School Rangiora	St Thomas of Canterbury College. Marian College. St Teresa's School, Christchurch	Christchurch Catholic Community of Learning	We want to investigate student wellbeing and engagement for learning by restructuring established models to develop student agency. We want to investigate how to empower students to take responsibility and ownership for their own wellbeing and that of their community.	2 years
Kuranui College		South Wairarapa Community of Learning	We would like to know if the increased differentiation involved in implementing our Ignite junior curriculum will have an impact on improving transitions and accelerating achievement for Year 9 and Year 10 students, especially students who would previously have been streamed into lower band classes.	1.5 years

Aotea College		North Porirua Community of Learning	We would like to know if team teaching (specifically the use of Alternative Teaching, One Teach/One Assist and One Teach/One Observe models) in a Project Based multi- level, multi-disciplined course in the Performing Arts will have a positive impact on student attendance, engagement and achievement for Maori and Pasifika students.	1.5 years
Oturu School		Far North Community of Learning	We would like to know if empowering teachers with new pedagogy in integrating the arts across our curriculum will have an impact upon the entire school student population's academic achievement and build the following affective competencies: Ability to work collaboratively and creatively with others, engagement in all areas of learning, and the development of	3 years

			leadership skills. This aligns directly with the school graduate profile.	
Douglas Park School		Masterton (Whakaoriori) Kāhui Ako	We would like to know if implementation of 'Maker Spaces' will have an impact on student development of key competencies (core beliefs) and achievement in the Digital Technologies & Hangarau Matihiko curriculum for our DPS Learners, but in particular of girls, and those with limited-access to technologies outside of school.	1.5 years
Hutt Valley High School			We would like to know if providing a school/community-based, personally-tailored pathway two years prior to transitioning from school and one year post-school will have an impact on Tautoko student learning outcomes in terms of greater self-confidence, personal ownership, engagement and academic success for each student with special educational	1.5 years

			needs in their senior years at high school and one year post high school.	
Horsham Downs Primary School		Te Pae Here Kāhui Ako Te Raki Rāwhiti o Kirikiriroa	This inquiry project is about supporting children to become resilient and to take risks as learners.	1.5 years
Cambridge School		Te Puna o Kemureti Community of Learning	We would like to know if our innovation, driven by recent research, qualitative and quantitative data, has influenced an effective pedagogical shift in teacher thinking and practice for students with dyslexia and LLD.	1.5 years
Lake Rerewhakaaitu School	Broadlands School. Reporoa School. Reporoa College. Mihi School	Reporoa Community of Learning	Does teaching children's leadership coaching skills impact positively on student agency? We would like to know if teaching children leadership coaching skills will have an impact on student agency and the sense of being pro-active in learning process for all children with a particular focus on Maori students and Maori boys, and	1.5 years

			Pakeha boys at risk of not achieving.	
Deanwell School		Te Kāhui Ako o Mangakōtuketuku	We would like to know if and in what ways by implementing a cultural relationship framework with teacher's pedagogical and ontological behaviours aligned with a sociocultural perspective of learning and behaviour of students and whānau	1.5 years
First Steps Ngata and Carroll Street			How do we develop consistent and intentional strategies across our six rooms for strengthening children's social and emotional competence?	1.5 years