

Teacher-led Innovation Fund Round 3 Successful Projects						
TLIF ID	Lead School/Service name	Partner schools/services involved	Community of Learning	Supported by	Project description	Length of project
3-001	Te Awa School	Henry Hill School Marewa School William Colenso College	Matariki Community of Learning	The University of Waikato	Successful transitions for students and whānau across the Matariki Community of Learning.	3 years
3-002	Pukekohe Intermediate		Pukekohe Community of Learning	Vision Education	Fostering student and teacher collaboration and problem based learning using various technological platforms in a makerspace environment.	1.5 years
3-003	St Patrick's Catholic School (Taupo)		Taupo Community of Schools	The University of Waikato	Developing student agency within STEM contexts to improve boys' engagement and achievement in writing.	1.5 years
3-005	Rosehill College		Rosehill Community of Learning	Auckland University of Technology	Whether a desegregated curriculum, co-constructed with teachers from different subject areas, improves Year 10 students' engagement and learning.	1.5 years
3-008	St Patrick's Catholic School (Taupo)		Taupo Community of Schools	CORE Education Longworth Education	How to support children transitioning to primary school through play. There is an emphasis on Māori children with the goal to raise student achievement in the school.	1.5 years
3-010	Papamoa Primary School		Papamoa Community of Learning	Leadership Innovation NZ The University of Melbourne Nga Potiki Iwi	Inquiring into what happens when teachers work collaboratively to meet the needs of learners and the changes to learner outcomes that can be expected as a result of this work.	2 years
3-011	Whakarongo School		Palmerston North East Community of Learning	Using Technology Better Digital Circus K Consulting	How to improve learner agency and capability through a STEM programme.	2 years
3-013	Howick College		Howick Community of Learning	NZCER	Developing an integrated and collaborative curriculum experience for students participating in an Innovation Stream.	2 years
3-022	Stonefields School		Manaiakalani Community of Learning	NZCER Evaluation Associates Louise Taylor Mark Treadwell Liz Stevenson	Analysing the effectiveness of new ways of teaching in an innovative learning environment, by collaboratively identifying and developing measures of deep learning outcomes.	2 years
3-024	Willow Park School		Northcote Community of Learning	University of Canterbury The Education Group	Successful community engagement and its impact on student achievement - whether partnership approaches with community can strengthen students' identity, culture and language as an integral part of their learning experiences. Community in this inquiry includes whānau, local iwi, feeder ECE centres and other community groups.	2 years
3-030	Te Puke High School		Te Puke Community of Learning	The University of Waikato	Maximising success for Māori learners using two approaches to teacher practice (Culturally Responsive and Relational pedagogy; and 21st Century pedagogy).	1.5 years
3-032	Kauri Flats School	Conifer Grove School		The University of Waikato The University of Auckland	Determining the effects of real time embedded formative assessment on mathematics knowledge, learning and teaching.	1 year
3-034	St Joseph's School (Pukekohe)		South Auckland Catholic Community of Learning	Vision Education	How to spread innovative pedagogical practices that better suit Māori and Pasifika learners to accelerate literacy achievement.	1.5 years

3-035	Mangere College	Sir Edmund Hillary Collegiate James Cook High School	Mangere North Community of Learning	The University of Auckland	How teachers could work collaboratively with students and whānau to redesign curriculum, building on students' identity, cultures and languages (cultural and linguistic strengths) to enable students to achieve at excellence and /or merit levels.	1.5 years
3-037	Mercury Bay Area School			Ally Bull	How effectively using student profiles in the middle years can support improving student engagement and achievement, parent and whānau understanding, and changing teacher practice.	1.5 years
3-038	Christchurch East School			Kaha Education	How a Māori learning design model shifts teacher practice, and supports student achievement and whānau engagement.	2 years
3-040	Nelson Central School	Auckland Point School Grove Street Kindergarten The Brook Kindergarten	Nelson City Community of Learning	Bradley Hannigan Nurture Group Network UK	Testing a UK programme of intervention—nurture groups—for New Entrants in the NZ context, specifically for learners who present with high, social, emotional and behavioral needs.	1.5 years
3-043	Whangarei Girls' High School			Sistema Whangarei Evaluation Associates	How teachers can utilise the concepts of Ako and Tuakana Teina with the principles of ELSistema to raise educational outcomes for Māori learners, and the specific teaching methods that will help develop skill acquisition that will raise achievement.	1.5 years
3-045	St Thomas of Canterbury College		Christchurch Catholic Community of Learning	NZCER CORE Education The Mindlab, Unitec	This inquiry project seeks to explore how to utilise the principles of gamification in teaching and learning to engage students.	2 years
3-051	Arahoe School		Kotuitui (Green Bay) Community of Learning	Kaha Education	How does culturally responsive digital learning support teacher practice in Innovative Learning Environments.	2 years
3-055	Tamatea Intermediate		Ahuriri Community of Schools	CORE Education	What happens to students' ownership of learning and achievement if teachers support them to provide oral, visual and written evidence of learning.	1 year
3-068	St Paul's College (Ponsonby)		Auckland Central Catholic Community of Schools	Team Solutions	How teachers can develop high expectations practice so that students across the school are involved in higher order thinking and ultimately experiencing approved achievement outcomes.	1.5 years
3-070	Mission Heights Junior College			Cognition Education	Strengthening and developing statistical numeracy across the curriculum within a new BYOD environment, so that numeracy learning outcomes for Maori and Pasifika students are improved.	1.5 years
3-071	Mana College	Titahi Bay Intermediate	Western Porirua Community of Learning	NZCER CORE Education Mary Wootton Kath Murdoch	How place-based project inquiry supports critical thinking through writing in years 9 and 10.	1.5 years
3-076	De La Salle College		South Auckland Catholic Community of Learning	Help! Behaviour Consultant CORE Education	Raising achievement for Pasifika learners through robust inquiry processes based on classroom practices that are already accelerating outcomes for these learners in the school.	1.5 years
3-077	Cobden School			CORE Education Louise Taylor	The inquiry project is focused on the relationship between student well-being and learner achievement outcomes. The innovation lies with the use of student generated well-being criteria and use of cogen groups.	1.5 years

3-080	Te Kōhanga Reo ki Rotokawa			Te Ohomai Institute of Technology	This inquiry project is about Nga korero tuku iho – can a Māori derived approach to assessment be of use to whanau and tamariki within a kohanga setting?	2 years
3-081	Richmond School (Nelson)		Waimea Community of Learning	Di Skilton Cyclone Ltd	How digital devices might improve teacher practice and student writing performance.	2 years
3-083	The Ole Schoolhouse			Te Ohomai Institute of Technology	Nga reo e toru: how to amplify voices of tamariki and whānau in assessment for learning.	1.5 years
3-084	Northcote Baptist Community Preschool		Northcote Community of Learning	CORE Education Te Papa	This inquiry project is about teachers using digital technologies in a more intentional way to support children's digital fluency.	1.75 years
3-088	Greenhithe Kindergarten	Oranga Kindergarten Kingsdene Kindergarten		Woolf Fisher Research Centre	Collaborative development of a meaningful set of measures that will support children in the transition from kindergarten to school.	2 years
3-089	A'oga Fa'a Samoa Incorporated			CORE Education Dr Patisepa Tuafuti	Use of digital technologies to support teaching and second language learning in a Samoan language immersion early childhood setting.	2 years
3-090	Mangere Bridge Kindergarten			The University of Waikato	How to support children's successful transitions to primary school by teachers being clearer about the mathematic opportunities in the kindergarten setting.	1.5 years