



UNIVERSITY OF CANTERBURY
CHILD WELL-BEING RESEARCH INSTITUTE
TE KĀHUI PĀ HARAKEKE

Nurturing research excellence to support children's holistic well-being.

YEAR IN REVIEW — 2022



Whiriwhiria, Kia ora ai te taimaiti

Braiding knowledge so the child will flourish.

The kōwhaiwhai that is used as a background throughout this Year in Review is the Haehae Moana (or braided river). This is significant for the University of Canterbury as it symbolises the importance of our local waterways and braided rivers across Canterbury for iwi Ngāi Tahu. The Haehae Moana

design is based on the concept that healthy waterways are the indicator of excellence and well-being. This report from Te Kāhui Pā Harakehe, the Child Well-being Research Institute, illustrates the excellence achieved through braiding knowledge streams in our research activities to support our tamariki and rangatahi thrive and succeed.

TE KĀHUI PĀ HARAKEKE CHILD WELL-BEING RESEARCH INSTITUTE

Our vision is to advance high quality, multidisciplinary research to enhance the learning success and well-being of children and youth.

The University of Canterbury Child Well-being Research Institute (CWRI) is an inter-disciplinary centre focused on the well-being of children and young people. We are committed to being a leader in developing a strengths-based discourse around child development, education, health and well-being that speaks to the context of Aotearoa, New Zealand.

The way we achieve this is through our varied and innovative research projects that focus on maternal health, infants, children, and adolescents within the context of their whānau, family and community. Whilst our title says 'child', our understanding aligns with the New Zealand Government – that child and youth development spans 0–25 years.

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DIRECTOR'S REPORT

Kia ora, I am very proud to present our 2022 Year in Review of our mahi within the Child Well-being Research Institute (CWRI).

It has been another very successful year for our Institute with our world-class researchers from the University of Canterbury leading funded projects with a total value of around \$20 million. Importantly, this investment in research is contributing to the advancement of well-being for our tamariki and rangatahi through innovative transdisciplinary research, culturally responsive and strengths-based research

practices, and research that is co-constructed with our communities. Such research endeavours are critically important as we work towards meeting the ambitious vision of our country's Child and Youth Well-being Strategy of ensuring Aotearoa, New Zealand is the best place in the world for children and young people.

Research activities within our CWRI include research related to infants, children, and adolescents within the context of their whānau, family and community. This year's review highlights some of the outcomes from our research mahi that are making a positive difference to the well-being of our communities as well as emerging innovative research initiatives.



Professor Gail Gillon

The opening project presented in our review features ground-breaking research that won the prestigious University of Canterbury 2022 Innovation Medal. The research team's development of the Hikairo Schema book series, under the guidance of Professor Angus Macfarlane, weaves Māori values and cultural practices into learning to support educators from early childhood through to tertiary settings across the country.

Professor Jayne White shares how a virtual reality baby is allowing early childhood education students valuable opportunities to experience and learn from highly intimate and nuanced infant encounters such as nappy changing.

A national roll-out of the Better Start Literacy Approach (BSLA) led by Professors Gail Gillon and Brigid McNeill and its new online assessment platform is proving very popular with both tamariki and teachers. These assessments have advanced our country's first large-scale data set of 5-year-old children's oral language and early literacy development and are guiding teaching practices to support children's early literacy success.

A Health Research Council-funded study led by Professor Phillip Schluter found children from Pacific Island families whose parents did further study experienced significant health and well-being advantages.

The CWRI Small Grant Fund allowed a number of talented University of Canterbury researchers to undertake new work or progress innovative research and collaborations to improve child or youth well-being.

The CWRI team is supporting an exciting new Canterbury-based research collaboration called Research for Children Aotearoa that brings child health, well-being and educational experts together with the community to improve outcomes for tamariki and youth.

Tracy Clelland is developing a mobile app in partnership with rangatahi and community organisations that provides reliable, positive, up-to-date and relevant information about relationships and sexuality education.

Dr Susannah Stevens, Professors Brigid McNeill and Gail Gillon, and Jen Smith have secured funding

for a new project bringing together children's literacy and physical movement in a culturally relevant way.

Professor Laurie McLay and Lisa Emerson are leading ground-breaking co-designed research with the Autistic and autism communities, including the formation of the country's first Autism Research Collaborative.

Professor Don Hine is spearheading a project to understand rangatahi's anxiety related to climate change and develop positive action strategies.

Whiriwhiria, kia ora ai te tamaiti. We thank all our partners and funders for the opportunities they provide for us to lead research that is braiding knowledge to make a positive difference in the lives of our tamariki, rangatahi and their whānau.

A handwritten signature in black ink that reads "G. T. Gillon".

PROFESSOR GAIL T. GILLON
Founding Director, University of Canterbury
Child Well-being Research Institute
<https://www.canterbury.ac.nz/childwellbeing/>

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Bringing culturally responsive teaching research into the classroom

HIGHLIGHTS

The Hikairo Schema book series has been published progressively over the past four years, covering each stage of the education sector, from early childhood to tertiary. The primary school version was the highest-selling publication for the New Zealand Council for Educational Research publisher in 2021, with about 3000 copies sold.

Improving educational outcomes for Māori students is the driving force behind a project nurturing culturally responsive teaching in the classroom. The Te Kāhui-a-Te-Rū-Rangahau team of Māori educational researchers have produced a series of practical guides for teachers, weaving Māori values and cultural practices into learning to benefit Māori and non-Māori students. The ground-breaking project has just been announced as the winner of the prestigious University of Canterbury 2022 Innovation Medal.

“I wish we had this resource for teachers years ago. It would have made a real difference for so many Māori students who would have responded to these ways of teaching.”

That’s among teacher feedback that is music to the ears of the Te Kāhui-a-Te-Rū-Rangahau team of Māori educational researchers at the University of Canterbury (UC).

Their innovative work providing practical guides for teachers who

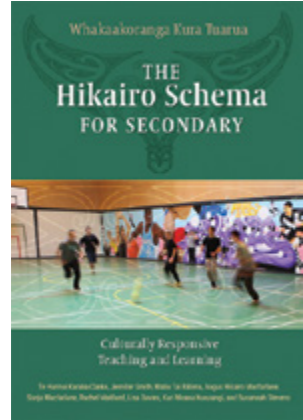
want to become more culturally responsive is making a difference in New Zealand classrooms, particularly for Māori students, who have long faced achievement disparities within an education system that marginalised te reo and Māori values.

Dr Matiu Tai Ratima (Te Whakatōhea; Ngāti Pūkeko), a former te reo teacher, is a senior lecturer in Māori education at UC and part of Te Kāhui research team alongside Professor Angus Hikairo

Macfarlane (Ngāti Rangiwewehi; Ngāti Whakauae); Dr Te Hurinui Renata Karaka-Clarke (Te Arawa; Ngāi Tahu) and Jennifer Pearl Smith (Ngāti Whātua, Ngāpuhi).

The group has extensive classroom teaching experience and a strong sense of what is happening at the chalkface, Dr Ratima says.

“We know there is a massive level of support for doing things in a way that is culturally sensitive and



competent,” he says. “What’s missing is that there are a lot of teachers who are well-meaning but just not sure what that looks like and how to act on it.”

The Hikairo Schema series of books seeks to help teachers do just that. Over the past four years the team have published culturally responsive teaching guides for the early childhood, primary, secondary and, this year, tertiary sectors.

While becoming a best-seller was not the aim, there have been an impressive 5000 copies of the four books (in print and ebook) sold around the country, with the primary version

becoming the New Zealand Council for Educational Research publisher’s top-seller in 2021. Another measure of the series’ impact are the many schools seeking professional development workshops from the Te Kāhui team, who have also been sought after for overseas conferences on indigenous learning.

Among the positive feedback the team have received is a teacher who said the Hikairo Schema guide had “given me more confidence to give it a go”, an affirmation of the books’ design to aid teacher inquiry, practice and review.

To top it off the team have just been announced as the winners of the University of Canterbury’s prestigious Innovation Medal for 2022, awarded for “proactive transformation of academic knowledge and ideas leading to their adoption by the wider community”.

Dr Ratima says on behalf of Te Kāhui “we want to thank all the teachers, principals, whānau and akonga without whom we could never have developed this suite

of resources. He toa takatini – ours is the strength of many.”

He says culturally responsive teaching is a journey, starting with the realisation that since the advent of the education system in New Zealand, one cultural approach has dominated at the expense of Māori students in particular, affecting their learning and achievements.

The Hikairo Schema books are based on the theoretical framework developed by Professor Macfarlane in the 1990s to apply tikanga Māori principles in education. Dr Ratima says the guides create a place “where the research and the classroom practice can come together”.

They challenge teachers to embrace cultural differences as strengths, with benefits not just for Māori students but the whole class.

For example, the books outline ways to use Māori cultural practices, including mihimihi, karakia and waiata in lessons to help build relationships.

In a new class, mihimihi as a form of introduction can build stronger

bonds by providing a deeper, structured way for students to get to know each other’s identity and heritage, in contrast to the typically brief western greetings. In classroom settings karakia can bring a helpful focus to the start and end of shared tasks.

“The power of waiata is really to bring relief, especially after something really heavy, we use waiata to release or return everyone to the everyday lightness of life,” Dr Ratima says.

Other culturally responsive practices involve teachers rethinking how they assess students, taking a more holistic approach that considers, for example, students’ performative or creative skills, rather than just their scores in a written test.

The next step on the team’s Hikairo Schema path is to revisit the schools using the books to measure their impact and gauge what is working well, and what may need improvement. It has funding from Ngā Pae o Te Māramatanga (Māori Centre of Research Excellence) for the work.

We want to thank all the teachers, principals, whānau and akonga without whom we could never have developed this suite of resources. He toa takatini – ours is the strength of many.

THE TE KĀHUI-A-TE-RŪ-RANGAHAU TEAM





Better Start Literacy Approach goes nationwide

The Child Well-being Research Institute (CWRI)-developed early literacy approach and its new online assessment platform is proving very popular with both tamariki and teachers.

Lead researchers within CWRI developed the *Better Start Literacy Approach* (BSLA) to ensure every child can develop the critical foundational skills for literacy success. It is a strengths-based, structured approach to early literacy teaching designed to help children develop strong reading, writing, and oral language skills.

Professors Gail Gillon and Brigid McNeill are co-leaders of the BSLA. A key aspect of the BSLA is the new online assessment platform that allows children to engage with colourful characters and interactive activities as they complete assessment tasks in oral narrative (retelling a story), phonological awareness, letter-sound knowledge, reading and spelling tasks. The automated data reporting features help teachers to celebrate children's learning through monitoring their growth over time as well as to identify each child's next steps for literacy learning. The assessment monitoring data also enable early

detection of those children at risk for persistent learning and literacy difficulties such as dyslexia.

Following the approach's success in controlled research trials in Canterbury and Auckland (through the Better Start National Science Challenge), it is being offered nationally. Since March 2021, the Ministry of Education has funded over 2800 junior school teachers and literacy specialists to receive high quality professional learning and development to enable them to successfully implement the approach in New Entrant and Year 1 Classrooms.

Professor Gillon says teachers are reporting "amazing results in children's foundational literacy learning after just 10 weeks of teaching BSLA". There is also very positive feedback about the new assessment tasks.

"Teachers tell us they love the assessments. Children line up eager to have a turn on the iPad and computer where they meet colourful characters and engage in interactive activities. Children's responses are automatically recorded and teachers have immediate access to the data on their assessment dashboards. This gives teachers valuable information to inform their teaching practice."

BSLA co-leader Professor McNeill says the new online assessment tasks were developed from years of research trialling a range of phonological awareness, oral narrative and early literacy assessment tasks in paper form.

"We have known for many years the best predictors of children's early literacy development is their phonological awareness (detection of sounds in words), oral language ability (particularly listening comprehension and vocabulary), and phonics or alphabet knowledge. We have analysed anonymised data from over 25,000 five and six-year-old children who undertook our assessment tasks over an 18-month period. They have proven to be valid and reliable measures for this age group so teachers can have confidence in the data they access for their class. The measures have appropriate sensitivity to detect growth in learning following a 10-week teaching period and can differentiate learners who would benefit from extra support."

Professor McNeill says the online tasks were developed specifically for the Aoteaora New Zealand cultural context.

"Children hear a New Zealand speaker during the assessment

HIGHLIGHTS

The *Better Start Literacy Approach* (BSLA) ensures every child can develop critical foundational skills for literacy success and includes online assessment tools so teachers can identify next steps for tamariki. With funding support from the Ministry of Education, the approach is now available to schools across the country.

tasks and see characters that reflect our New Zealand cultural context. One of the tasks engages children in retelling a short story they have heard online with pictures. Their voice is recorded online for their story retell. Automated speech recognition software analyses, then provides teachers with detailed data around children's oral language development. For example, they gain detail about the number of different words children use in their stories, the type of vocabulary used, and the length of their utterances – all useful measures to monitor growth in children's oral language skills."

Dr Amy Scott is part of the BSLA leadership team and is supporting teachers and literacy specialists around the country implement BSLA teaching and assessment tasks, and interpret the data for their teaching.

"The accuracy of children's speech recognition from their recorded story retells we have achieved as part of the

assessment development is particularly impressive, says Dr Scott. "Recognising 5-year-olds' language and speech patterns can be challenging, but through the collection of thousands of children's story retell attempts, artificial intelligence software has learnt what to expect. This saves teachers heaps of time in trying to transcribe children's oral language and analyse their stories by hand."

Having valid and reliable assessment measures that allow teachers to identify children's strength in key areas and their next steps for oral language and literacy learning are critical to children's learning success.

Dr Scott says the BSLA and novel assessment tasks are receiving a lot of international interest and the team will present their latest findings at the American Speech Language and Hearing Convention in New Orleans in late 2022.

To learn more about the BLSA and research outcomes, visit betterstart.com



"Children line up eager to have a turn on the iPad and computer where they meet colourful characters and engage in interactive activities."

TEACHER FEEDBACK ON BSLA ASSESSMENTS

Embedding culturally responsive teaching practices into mainstream literacy learning

Culturally responsive approaches to children's literacy learning have never been more important.

The challenges facing our tamariki in developing comprehensive literacy skills have been highlighted in recent national reports and through the media.

Professor Angus Macfarlane, Jen Smith and Rachel Maitland have been supporting the Better Start Literacy Approach (BLSA) team to embed culturally responsive teaching practices into mainstream literacy learning and researching the benefits of such approaches for our tamariki, kaiako and whānau.

"We know culture counts in children's learning. It is critically important that right from the outset of children's learning they hear their language and see their language in print, that our tamariki hear stories relevant to their culture and learn that their culture is valued and respected," Professor Macfarlane says. "We have shown

through several research studies how important this is for our Māori tamariki. Māori ākonga flourish when they are strong in their language, culture and identity."

He says early literacy teaching approaches must support the development of this connection for our Māori learners. "The Better Start Literacy Approach developed through our Child Well-being Research Institute is an excellent example of how in mainstream English learning environments we can help support our Māori learners right from the first day of school."

The BSLA embraces culturally responsive teaching practices – including the Hikairo Schema for Primary resource that supports teachers' development of their own cultural confidence.



Professor Angus Macfarlane

Grants from CWRI kick-start local research projects

This year the Institute funded a number of University of Canterbury researchers to undertake new work or progress ground-breaking research and collaborations aimed at improving child or youth well-being. Here are projects funded by our CWRI Small Grant Funds:

Nurturing preschoolers' empathy

Preschoolers' ability to feel empathy is important for future relationships, particularly for tamariki engaging in aggression. In consultation with Māori and technology experts, researchers are developing a culturally orientated prototype digital game to enhance empathy. This stage of the project – led by Dr Cara Swit – will feed into a pilot study of the prototype starting in 2023.

Beyond the Birds & Bees

App technology provides a safe space for rangatahi to interactively engage with reliable information about sex, sexuality, gender identity, and healthy relationships. With support from the University of Canterbury, KiwiNet and Pegasus Health, researchers developed a prototype app called Beyond the Birds & Bees with content input from key stakeholders such as Family Planning. This grant is supporting researchers, led by Tracy Clelland, to develop content for the app in partnership with rangatahi to ensure relevancy.

Improving sleep for children with chronic health conditions

Sleep problems are a common

clinical concern among children with chronic health conditions (CHC) and can profoundly affect well-being and worsen symptoms. This study, led by Associate Professor Laurie McLay, is exploring existing evidence-based psychosocial sleep supports and survey whānau living with CHC to inform a future sleep treatment protocol.

Co-designing therapy with Autistic youth

While anxiety is the most common mental health challenge experienced by Autistic youth, there is a lack of evidence-based therapies. Dr Lisa Marie Emerson and her team are canvassing existing digital psychological therapies for anxiety. They are conducting a survey designed for Autistic youth from New Zealand and Australia to understand their preferences, barriers, and ideal design features for a planned larger study and co-design of therapies.

Virtual reality baby

The VR Baby Training Tool (VRBTT) allows students to interact with a simulated baby in a safe environment and become confident in edu-caregiving

skills in early childhood settings. This study will test how the VRBTT improves confidence of students enrolled in child-related fields, and feed into a pilot study and prototype redesign for broad interdisciplinary use. Professor Jayne White is leading this project.

Online mindfulness treatment for ADHD

Led by Dr Mairin Taylor, the research team are adapting a kanohi-ki-te-kanohi treatment programme for tamariki with ADHD into an online format and piloting it nationwide. The programme is a fusion of an internationally-developed mindfulness treatment with matāuranga Māori and Māori yoga.

Fostering social and emotional learning

This project builds on previous mahi helping schools foster social-emotional learning (SEL) among tamariki to improve well-being. It involves wānanga days, where researchers explore Aotearoa New Zealand teachers' journeys, observations and reflections on SEL practices. The project leader is Professor Letitia Fickel.





Experts unite to 'supercharge' children's health, well-being & education

Child Well-being Research Institute (CWRI) experts are playing a pivotal role in a new research collaboration formed to improve outcomes for our country's tamariki and youth.



From left, Kiki Maoate (Pasifika Medical Association), Gail Gillon, (CWRI), Peter Townsend (Te Papa Hauora), David Murdoch (University of Otago), Amber Clarke (Ngāi Tūāhuriri), Tony Walls (University of Otago), Suzanne Pitama (University of Otago) and Tufulasi Taleni (University of Canterbury).

Research for Children Aotearoa is a collaboration of experts from the University of Canterbury, the University of Otago, the Pasifika Medical Association, and Ngāi Tūāhuriri hapu. Lead researchers in the area of child well-being have committed to working together on important projects to improve children's health, well-being and educational outcomes. The group is supported by Te Papa Hauora Advisory Council.

CWRI director Professor Gail Gillon is a co-leader of the new research collaboration with Associate Professor Tony Walls, Head of the Department of Paediatrics at the University of Otago's Christchurch Campus.

Professor Gillon: "As a country, we have a really ambitious child well-being strategy. We have a vision of Aotearoa New Zealand as the best country in the world for children to grow up in. That's a really challenging task, involving complex issues so we need a trans-disciplinary response. We need robust, strengths-based research that's co-constructed with our communities."

The Research for Children Aotearoa initiative will provide a framework for researchers to meet the needs and aspirations of communities, and make a meaningful difference for tamariki and whānau well-being.

Professor Gillon says as key members of Research for Children Aotearoa, CWRI and University of Canterbury education, speech-language therapists and psychologists will work on projects with clinicians and medical researchers from the University of Otago. The involvement of Ngāi Tūāhuriri hapu and the Pasifika Medical Association ensures the group's mahi helps improve equity and meets the aspirations of our communities.

Further details about this new research collaboration can be found at healthprecinct.org.nz/research-for-children-aotearoa



Using virtual reality as a teaching tool to support early childhood education

HIGHLIGHTS



Professor Jayne White, with colleagues from the University of Canterbury's HIT Lab NZ, developed a prototype virtual reality baby that gives students a safe, simulated experience to prepare for real life encounters

Using virtual reality (VR) as a teaching tool is not uncommon. Medicine, engineering, and, more recently, educational classrooms tap into technology to create real life simulations to support learning. Until now, it hasn't been used to support early childhood education (ECE) students to work effectively with infants.

Child Well-being Research Institute Professor Jayne White has spent the past few years studying the social and emotional nature of infant experiences in ECE – the people, places and things that shape their encounters and what effective teaching practices 'look like' for infants and toddlers.

"With infants being the fastest growing population entering ECE globally, there's a growing understanding that effective teaching for our youngest learners differs from teaching strategies we utilise with three or four year olds," Professor White says.

Teaching practices that are about sensing and positive interactions in care routines, are important, along with play. "A teaching moment does not only involve words or verbal interactions. Rather interacting using our senses and nonverbal communication skills are also important. It's about facial gestures, the nuances of interactions and, importantly how these are sensed by the infant and consequently responded to by an attuned adult who is fully present in the moment," she says.

But that's not something you can learn from a book. "While student

teachers spend time in high quality ECE settings during practicum, time for them to spend with infants is constrained," says Professor White. "How do they learn how to interact with infants without these experiences – some of which are highly intimate and nuanced, such as nappy changing?" she asks. This problem was brought to a head during Covid-19, when real life access to ECE settings was almost impossible.

"We needed a virtual baby," Professor White says. "Not to replace practicum in real ECE settings, but to provide a simulated

experience as a means of preparing for and reflecting on real life teaching interactions with infants.

Working with Associate Professor Heide Lukosch and developers Ryan McKee and Shunsuke Fukuden at the University of Canterbury's HIT Lab NZ, Professor White and her team devised a virtual reality baby prototype. Its aim is to support infant teachers to be relationally present with a virtual baby in a simulated ECE environment. The infant is programmed to react to user cues such as being picked up, being near objects it likes or dislikes, or not being responded to appropriately. The virtual baby becomes tired – just like a real infant. The difference is that, when they are mishandled or not responded to, there are no real consequences. A feature of the prototype is that it allows for sensing encounters through vibrations upon touch.

The team, including Dr Cara Swit and research assistant Melanie Audier, ran a proof-of-concept trial with a small group of students. Users took turns wearing the VR headset with the virtual baby, and also provided commentary to the strategies of their peers

by watching them in the game on a shared screen. The results were encouraging.

“I was amazed at how quickly the virtual baby become ‘real’ to the users. They responded wholeheartedly. We observed high levels of reflection, self-awareness, as well as increased confidence in articulating and demonstrating the intentional nature of their relational pedagogical work,” says Professor White. “Students knew they could safely experiment with different approaches.”

“The virtual baby is so realistic some users got quite upset if they mishandled the baby, even though they knew it wasn't real.” Jayne explains, “But they were able to correct an approach if they misread the situation, and they knew there was no harm done.”

While the response has been better than anticipated, and Professor White has already been approached from other disciplines and organisations to adapt the virtual baby for their purposes, there is more work to be done based on what has been learnt. The team plan to increase the sophistication of the simulation and develop the repertoire of

teaching experiences across different scenarios. However, that comes with challenges.

“Every single movement, and every single interaction has to be carefully programmed so it's quite a complex process that is going to take some time, which in turn comes with costs,” says Professor White. But the potential is huge. “In many respects we are still ahead of the technology. We're keen to enable users to feel things like temperature and weight. We also plan to add voice activation so the virtual baby can respond to verbal stimuli too.”

Professor White says: “I am told that 2023 is the ‘year of the haptic’ or advancing technologies that simulate the sense of touch and motion. We look to the future with great anticipation and excitement concerning the kinds of teaching experiences we can offer our students preparing to become teachers in early childhood education.”

“We observed high levels of reflection, self-awareness, as well as increased confidence in articulating and demonstrating the intentional nature of their relational pedagogical work,”

PROFESSOR JAYNE WHITE



Images seen through VR baby app

Working together for the well-being of our tamariki

Child Well-being Research Institute researchers Dr Susannah Stevens, Professor Brigid McNeill, Professor Gail Gillon and Jen Smith have secured funding for a new project bringing together children's literacy and physical movement in a culturally relevant way.

Their project is part of a larger one "Whiriwhiria, kia ora ai te tamaiti: Building health, well-being and learning success for tamariki and rangatahi through mātauranga Māori and systems science approaches". The project is being implemented in the Hawkes Bay, building on important child well-being initiatives within the region led by Professor David Tipene-Leach and Professor Boyd Swinburn as part of "A Better Start E Tipu e Rea" National Science Challenge.

Dr Stevens says it is exciting being part of a larger team all working to enhance the lives of young people through having a positive impact at a community level.

"We have already begun meeting with teachers and cultural advisers in the Hawkes Bay region, where the successful Better Start

Literacy Approach (BSLA) is well established in new entrant and Year 1 classes in over 30 primary schools. We will investigate the additive benefits for these children's early literacy learning from enhanced physical activity and healthy eating initiatives in the region.

Dr Stevens says they will develop 'place-based' stories with movement elements to supplement stories used within the Better Start Literacy Approach. One example is popular children's storybook, Kākāpō Dance, by Helen Taylor. Teachers may use this story focusing on explicit teaching to build children's vocabulary and oral narrative skills. "I then look at the story from a physical education movement perspective, and enhance the learning opportunities through teaching physical movements of increasing complexity related to the story."

Kākāpō Dance contains words such as glide, hop, chime, shuffle and waddle, which Dr Stevens says are both "fabulous for vocabulary learning, but also fabulous as instigators of movement for young children".

"We know that our youngest learners need holistic learning

experiences and opportunities to learn as whole bodies, within cultural contexts that are meaningful to them," Dr Stevens says. "This research will be able to provide us with the evidence on how this is best achieved in a New Zealand setting."

New stories will be developed within the project that are place-based, culturally relevant for the local community and foster both literacy and movement teaching opportunities. Jen Smith (Ngāti Whātua, Ngāpuhi) says "we have Māori expertise to connect us with the local Māori traditions and pūrākau (ancestral stories) and will be working with CWRI colleague Dr James Graham (Ngāti Kahungunu, Ngāi te Whatuiāpit).

Dr Stevens says the project is responsive to the World Health Organisation's strong call for interdisciplinary approaches to improve children's well-being.

"Our team is excited to take on the challenge of bringing together quality literacy approaches with quality health and physical education teaching. It hasn't really been done before."



"We are excited to take on the challenge of bringing together quality literacy approaches with quality health and physical education. It hasn't really been done before."

A photograph of a family of four walking away from the camera through a sunlit forest. The father is in the center, holding hands with the mother on either side. Two young children are walking with them. The scene is backlit by the sun, creating a warm, golden glow and long shadows on the forest floor.

Child Well-being Research Institute researchers are leading ground-breaking co-designed research with the Autistic and autism communities, including the formation of the country's first Autism Research Collaborative.

Community perspectives on future autism research in Aotearoa



In a New Zealand-first, Child Well-being Research Institute researchers worked with the Autistic and autism communities to understand their priorities for future autism research.

Dr Lisa Marie Emerson, Senior Lecturer of Child and Family Psychology, led the project that is underpinned by a participatory philosophy.

“Community priority setting has been undertaken internationally, but this is the first time the approach has been used in Aotearoa. We have a number of researchers here who have progressed basic science on understanding autism and investigated effective supports for early years. But we wanted to know what the community would

like from future autism research, and how this fits within our unique culture, health and care systems.”

In addition to Dr Emerson and CWRI researcher Associate Professor Laurie McLay, the team consisted of Dr Ruth Monk, an Autistic researcher at the University of Canterbury, and Dr Larah van der Meer, a researcher and advocacy lead at Autism New Zealand.

The project team were supported by two advisory groups. The Autistic Advisory Group (AAG)

comprises Autistic adults, with multiple interests in autism research, such as parents, self-advocates and researchers. The Partnership Advisory Group includes representatives from the AAG, and members from the broader autism community including whānau, researchers and practitioners. These advisory groups informed the design of community consultation activities, including focus groups and an online survey. Information from these activities were used to establish future research needs.

HIGHLIGHTS



Associate Professor Laurie McLay and Dr Lisa Marie Emerson are undertaking a series of research projects and initiatives with the Autistic and autism communities, such as Autistic youth and adults, parents, teachers, researchers and practitioners.

FOUR MAIN RESEARCH PRIORITIES EMERGED:

Determining the needs of Autistic people – including health, mental health and well-being needs, and ways to improve diagnosis and identification of autism across the lifespan.

The design, development and implementation of effective supports and services for Autistic people across the lifespan, including appropriate training for professionals.

Greater understanding of the perspectives and experiences of Autistic people, with an emphasis on the perspectives of Autistic people across the lifespan, and who have a diverse range of support needs.

Understanding how we create communities that are inclusive of Autistic people, including structures and environments, especially in the workplace and schools.

As a result of this project, Emerson and Associate Professor Laura McLay are establishing the Autism Research Collaborative (ARC) to be housed within the University of Canterbury and supported by the CWRI.

“Our vision is to enhance the well-being of Autistic children and young people in Aotearoa, New Zealand through collaborative, community-engaged, world-leading research,” says Dr Emerson. “The research within the collaborative will be underpinned by our shared values that include community participation and inclusion, alignment with the neurodiversity framework, respect for differences within and between the communities, and reciprocity.”

Emerson says a key activity of the group will be to support the continuation of the Autistic Advisory Group and seek their involvement in the initial plans for the ARC, and ensure their views are included in future research.

“Our vision is to enhance the well-being of Autistic children and young people in Aotearoa, New Zealand through collaborative, community-engaged, world-leading research.”

DR LISA MARIE EMERSON

Supporting Autistic children and their families through telehealth

Fostering social communication in Autistic children helps them communicate their wants and needs effectively, understand the wants and needs of others, and build relationships. Therapies that enhance social communication can have a powerful impact on the child and their wider whānau.

Based at the University of Canterbury, Waiora Tamariki is an innovative research programme and cost-free nationwide clinical service focused on promoting the health and well-being of Autistic children and their whānau. Child Well-being Research Institute Associate Professor Laurie McLay leads the Waiora Tamariki programme, including the development of multiple online support programmes for Autistic children and their caregivers.

Play to Learn aims to enhance the social communication of

young Autistic children through play and routine-based learning. The ACTion in Caregiving programme focuses on enhancing the well-being of primary caregivers or parents of Autistic children.

Associate Professor McLay says a new study will evaluate the effectiveness and acceptability of these programmes with families throughout Aotearoa New Zealand. The study will involve two to five-year-old Autistic children and their whānau. It will assess three support options – Play to Learn on its own; ACTion in Caregiving on its own; or Play to Learn + ACTion in Caregiving together. The supports will be delivered over 13 weeks via culturally relevant web-based modules and online group coaching facilitated by a researcher and a caregiver of an Autistic child.

The project involves experts from the University of Canterbury, Victoria University of Wellington, Massey University, and is supported by a wider team

including post-doctoral fellows and experts in statistical analyses and research methodology.

Associate Professor McLay says high-quality early supports that have a dual focus on the needs of autistic children and their caregivers have the potential to improve the well-being and quality of life of the whole whānau.

“Developing culturally appropriate, telehealth-delivered early supports for the whole whānau is critical to facilitating equitable access to healthcare, optimising Autistic children’s development, and enhancing caregiver well-being.”

“Developing culturally appropriate, early supports for the whole whānau is critical to enhancing equitable Autistic children’s development and caregiver well-being. Delivering these supports via telehealth means that they can be accessed anywhere, anytime and by anyone.”

ASSOCIATE PROFESSOR LAURIE MCLAY

Parental education helps unlock positive health outcomes for Pacific Island children living in Aotearoa, New Zealand

HIGHLIGHTS



A multi-disciplinary research team led by Professor Philip Schluter found children whose parents did further study in the early years of their children's lives experienced significant health and well-being advantages.

A Health Research Council funded study on the impact of further parental education proved a 'wonderful opportunity' for researchers from health, education and the world's only birth cohort of Pacific Island families to collaborate.

CWRI researcher and population health Professor Philip Schluter was awarded a \$1.2 million Health Research Council (HRC) Pacific Health project grant to examine the impact of further parental education on Pacific children's health and well-being.

Their study found Pacific Island children whose parents did further study in the early years of their lives had significantly lower body mass index and lower risk-taking behaviours compared to those whose parents did not study. They published their findings this

year in Scientific Reports (part of the Nature publication group). The paper showed in families where mothers and fathers undertook further schooling between zero to six years after the birth of their children, those offspring at ages 11 and 14 had a statistically significant lower body mass index compared to those whose parents did not study.

Researchers also found the children of fathers who did further studies had significantly lower odds of risk-taking than those whose fathers who did not. They found

no significant difference related to mental health measurements and parental education.

Professor Schluter says collaboration was pivotal to the success of the project. Key collaborators were Dr Jesse Kokaua from the University of Otago; Associate Professor El-Shadan Tautolo, the director of the Pacific Island Families (PIF) study from AUT; Dr Leon Lusitini from AUT; Associate Professor Rosalina Richards and Dr Troy Ruhe from Otago University – all Pacific Island researchers.

Another crucial aspect of the project was the involvement of researchers from the PIF study and being able to work with the longitudinal study's "quite incredible" data, Professor Schluter says.

The PIF study has been tracking the health and development of 1,398 Pacific children and their parents since the children were born at Middlemore Hospital in South Auckland in 2000. Run by AUT's Pacific Health Research Centre, it is the only prospective birth cohort study specifically of Pacific families in the world.

Not only has the PIF study surveyed children at regular intervals over 22 years, it has also involved their mothers and fathers, providing crucial insights into the importance of parental support.

Professor Schluter says the genesis of the parental education study came from the Government's Better Start National Science Challenge which include health and successful learning as priority areas. The Challenge strategy is to take a holistic approach to issues such as child healthy weight, learning success and mental well-being – areas which are frequently studied in isolation.

Based on early research within the Science Challenge, the team led by Professor Schluter were awarded the HRC grant to investigate whether and how further education among parents of Pacific Island families could make a difference. They applied measures for physical health (body mass index), mental health (Children's Depression Inventory) and risk-taking behaviours, such as drinking, smoking and cannabis use to the PIF study children, drawn from their interviews at ages 9, 11 and 14.

Professor Schluter says he was surprised by their findings and the importance of education to child health measures.

"It now motivates us to think what's the underlying mechanism for the improved health results?" Professor Schluter says. "Is it purely further education or is that a marker for other factors?"

A conclusion in the team's research paper suggests further education is a marker of other unmeasured parental behaviours and practices.

"It may be that those seeking additional study have an underlying intrinsic motivation or latent resource and capacity differences from those who did not study,

resulting in better preventative parenting practices," the researcher's report.

Professor Schluter says the team will next attempt to replicate the findings using national population data held in Statistics New Zealand's Integrated Data Infrastructure (IDI). If they do replicate the result, it could set the scene for a deeper dive into the mechanisms involved.

He says the research has the potential to provide empirical evidence to back policy direction, such as the Ministry of Health's Ola Manuia Pacific Health and Well-being Action Plan that includes better educational opportunities for Pacific people as one mechanism to improve health outcomes.

"A crucial aspect of the project was the involvement of researchers from the Pacific Island Families (PIF) study and being able to work with the longitudinal study's "quite incredible" data."

PROFESSOR PHILIP SCHLUTER



HIGHLIGHTS



Professor Don Hine is leading a new research programme that draws on psychology, education and traditional knowledge systems to empower young people in relation to the threat of climate change.

Empowering youth about climate change

A growing body of global evidence shows youth are more concerned about climate change than older generations, and this concern can negatively impact their daily lives. A new research programme led by Professor Don Hine is engaging with rangatahi to understand their climate-related concerns and develop effective action strategies to mitigate and adapt to the threat.

Professor Hine is the University of Canterbury's Head of School of Psychology, Speech and Hearing. His mahi focuses on understanding factors that underlie environmental problems such as climate change, resource over-consumption, and air pollution, and designing behaviour change strategies to help solve them.

He played a leading role in a major Australian study on the impact of 'Black Summer' bush fires, which found adolescents and young adults with direct exposure to the bush fires scored significantly higher on measures of depression, adjustment disorder

symptoms, substance use, and had lower levels of psychological resilience compared with those who did not experience the environmental disaster. They also scored significantly higher on climate change distress, and lower 'psychological distance to climate change' – a key mechanism that can heighten emotional responses as well as more rational-based threat assessments.

In a new research programme, Professor Hine is collaborating with the Child Well-being Research Institute, colleagues in Australia, and a team of University of Canterbury-based PhD students

to focus on youth and provide positive community-embedded ideas for addressing climate change and its psychological impact. The programme is expected to run for at least the next three years. It will draw on principles from education, psychology and traditional knowledge sources to encourage New Zealanders to develop and adopt more sustainable practices.

Professor Hine says while climate change has long been identified by leading health organisations as a major threat, only in the past decade or so have mental health scientists and researchers started to turn their attention to the impact on mental health and well-being. Even less has been done on positive strategies or on the effects on youth.

Youth are a group of critical importance in understanding the mental health effects of climate change, Professor Hine says. The vast majority of diagnosable mental illnesses tend to begin during adolescence. Their futures are also more realistically impacted by climate change they did little to contribute to but from which they will suffer the longest-term effects.

"Youth concerns are a rational response to a genuine, major global threat to their ability to live happily and harmoniously in the future."

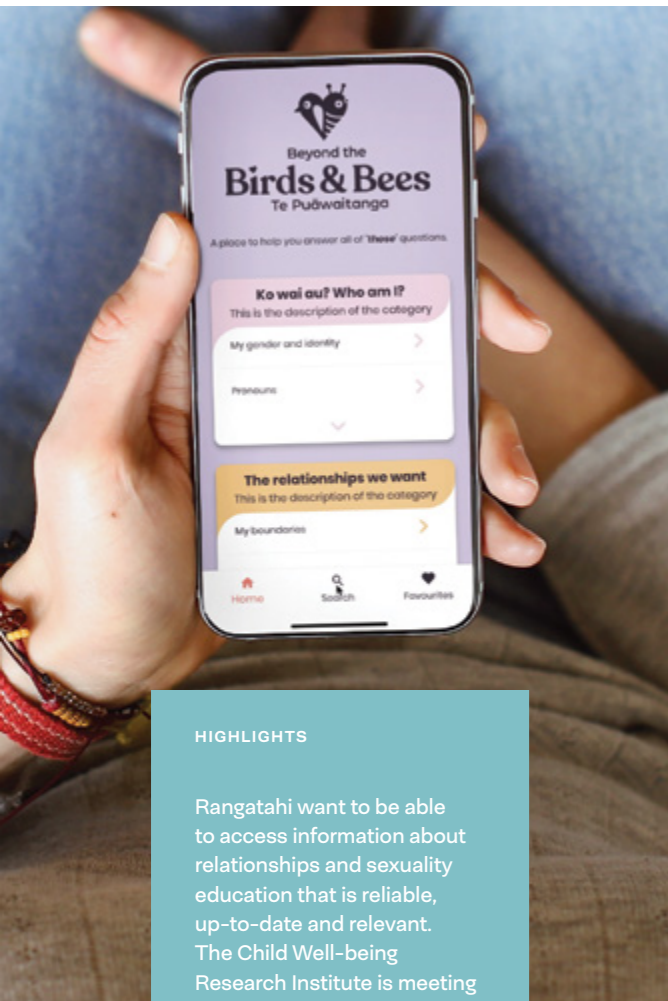
Professor Hine says an international review of evidence on the impact of climate change in children from countries such as Sweden, the United States and Australia found it increased the risk of mental health consequences. The paper* suggested strategies to address this increased risk should empower young people to focus on values, set goals for a better world, instil trust and hope, and facilitate competence and engagement.

"Through our work we hope to empower youth from Aotearoa to envision and actively engage to mitigate climate change through individual action and community-led initiatives. But also work to initiate broader systemic changes through political, economic and social action. We need all generations to constructively work together to co-create a new vision for humanity comprising social foundations that allow all to flourish while living within our planet's ecological boundaries."

*The Psychological Effects of Climate Change on Children. Burke et al, 2018.

"Through our work we hope to empower youth from Aotearoa to envision and actively engage to mitigate climate change through individual action and community-led initiatives."

PROFESSOR DON HINE



Beyond the Birds & Bees

It's time to stop delivering risk-based sex education and start making more resources available that speak to the positive aspects of relationships and sexuality, says University of Canterbury health lecturer Tracy Clelland.

Clelland has been working with rangatahi and community partners to provide exactly that. Te Puāwaitanga: Beyond the Birds & Bees is an app that uses mobile phone technology to provide relevant, up-to-date, thorough and reliable information on relationships and sexuality.

"The internet has ensured there is a lot of information out there, but it is not all safe or reliable," says Clelland. "Increasingly, rangatahi are telling us they want access to information that includes positive relationships, pleasure, and how to talk to a partner. They also don't want to feel like there is a taboo around sexuality."

Clelland and the team of Dr Adrian Clark, School of Product Design, Dr Fabian Gilson, Faculty of Engineering, Cate Mentink and

Jess McQuoid received initial funding from KiwiNet and Pegasus Health for their project Te Puāwaitanga: Beyond the Birds & Bees, using mobile phone technology to support relationships and sexuality education for rangatahi.

To develop the app researchers interviewed young people in schools around the motu. They also worked with organisations such as Family Planning, Rape Prevention Education, Empowerment Trust, the Light Project, the Classification Office, Just The Facts, and InsideOut, to develop material and gain invaluable feedback about usability.

With the draft app finished, funding from the CWRI allowed for extensive testing of the app. "Rangatahi like the content but are

asking for it to be more interactive and video-based. We want to ensure all content showcases the diversity of rangatahi in Aotearoa and that their voices are at the heart of the app" says Tracy. The app is due for release in early 2023.

Clelland says she hopes the app will help make it easier to shift the culture towards having open communication about relationships and sexuality.

"Young people's sexual and reproductive health can't be left to chance because that means social media and pornography become the default educators. We need to support rangatahi to develop a positive identity and have healthy relationships. This app is one tool that will ensure access to a wide range of reliable information that is Aotearoa based."



HIGHLIGHTS

Rangatahi want to be able to access information about relationships and sexuality education that is reliable, up-to-date and relevant. The Child Well-being Research Institute is meeting this need by supporting the development of a mobile app in partnership with rangatahi and organisations that care about providing positive relationship and sexuality health resources.



Books about Māori ancestral stories created for Canterbury children

Children at Canterbury primary schools and early childhood centres were given a series of new books about local Māori pūrākau (ancestral stories) that have been beautifully illustrated by young artists.

The books are the result of a research collaboration between the University of Canterbury Child Well-being Research Institute and Te Taumutu Rūnanga o Ngāi Tahu.

Supported through funding provided by the Ministry of Education, 600 copies of the books were given to 50 primary schools, nearly 100 early childhood centres and six libraries in the Taumutu takiwā (area), which centres around Taumutu and Waihora (Lake Ellesmere) and extends as far South as the Ashburton river and Hakatere in mid-Canterbury.

The books depict three different pūrākau that are significant to Taumutu, including; “Ruru and the Giant Pouākai”, “The Creation of Tuna”, and “Taniwha and the Rakaia Gorge”.

Larger size versions for teachers to read were distributed at a launch held on World Literacy Day,

along with smaller versions, called readers. The readers have simpler text for children to read themselves after they have heard the longer versions.

Child Well-being Research Institute Director Professor Gail Gillon (Ngāi Tahu) says the books are designed to develop oral language and literacy skills while also helping children learn about local Māori ancestral stories and places that are an important part of their cultural history.

“We are delighted to have been able to work alongside Te Taumutu Rūnanga to bring these stories to life for young readers,” says Professor Gillon.

“The books were developed as part of a research project within the Better Start National Science Challenge in response to the rūnanga’s call for culturally appropriate and place-based stories relevant to local communities. Local rangatahi have created the illustrations and the result is a beautiful series of books.”

University of Canterbury Amokapua Pākāpāno Tuārua Deputy Assistant Vice Chancellor Māori Liz Brown (Ngāi Tahu), who is also Chair of Te Taumutu Rūnanga, says receiving the books

will be “hugely beneficial for the well-being and mana” of young people in the Taumutu Rūnanga.

“It shows their culture and background is valued. Kaiako (teachers) will be able to use the books with tamariki in their care and share these amazing stories.”

The books were produced as part of a pilot study for an early childhood literacy approach in partnership with Kidsfirst Kindergartens called “Words Can POP.” Led by Professor Gail Gillon and Professor Brigid McNeill from the University of Canterbury, the Words Can POP framework builds 3-4 year old children’s skills in oral language, early phoneme and print awareness, vocabulary, and story-telling skills. The pilot research was successfully implemented in partnership with Kidsfirst Kindergarten in 24 Kidsfirst kindergartens in the Canterbury region.

Along with the pūrākau, early learning centres in the Taumutu rohe were also given copies of books from the Words Can POP series. This reading series is specifically designed to support early childhood teachers develop children’s oral language and emerging literacy skills.



Support local, national and international professional practice in areas of child well-being.

OUR INSTITUTE'S STRATEGIC PRIORITY AREAS

1. Advance high quality, multidisciplinary research in child well-being.

- Advocate for the importance and place of evidence-based multidisciplinary research to support understanding, decision-making and policy in child and youth well-being.
- Produce creative, innovative and unique research that advances knowledge in child and youth well-being.
- Execute and disseminate high-quality research that aligns to our vision and values.
- Support emerging researchers within research teams and projects.
- Implement and grow our Doctoral Student Programme that nurtures future researchers within a cohort support structure that supports research excellence.

2. Support local, national and international professional practice in areas of child well-being.

- Actively value, advocate and model Vision Mātauranga.
- Grow and challenge practice of practitioners across disciplines working with children and youth.
- Further enhance our capacity to engage internationally in the global COVID-19 context through online webinars, online conferences and emerging novel online platforms.
- Continue to nourish our relationships with local iwi, kaumatua and kuia in the area of child and youth well-being.
- Collaborate with others nationally to hold annual evidence-based lectures, workshops, symposia or conferences that directly align with our institute values.
- Support local inter-disciplinary initiatives in Canterbury that align with our vision and values.

3. Seek and continue internal and external relationships with others to advance inter-professional knowledge in child and youth well-being.

- Actively seek opportunities to work in inter-professional, inter-organisation and inter-disciplinary teams.
- Grow and uphold relationships that nourish Te Ao Māori, and Pasifika Talanoa.
- Actively seek opportunities and partnerships to further our vision and values.

OUR TEAM

Directorate

Professor Gail Gillon (Ngāi Tahu) – Founding Director

Professor Angus Macfarlane (Ngāti Whakaue) – Founding Co-Director

Advisory Team

Associate Professor Cathy Andrew (Executive Dean Te Kaupeka Oranga | The Faculty of Health)

Professor Don Hine (Head of School Psychology Te Kaupeka Pūtaiao | Faculty of Science)

Associate Professor Misty Sato (Head of School Teacher Education Te Kaupeka Ako | Faculty of Education)

Professor Letitia Fickel (Executive Dean Te Kaupeka Ako | Faculty of Education)

CWRI Researchers

Dr Susannah Stevens – Senior Lecturer and Institute Strategic Manager

Dr Megan Gath – Researcher and Senior Data Manager (Maternity leave)

Jason Motha – Senior Data Manager

Dr Amy Scott – Senior Lecturer

Jen Smith (Ngāti Whātua, Ngāpuhi) – Lecturer

Dr Andrea Vosslamber – Lecturer

Dr Lisa Furlong – Senior Lecturer

Rachel Maitland (Ngāi Tahu) – Lecturer

Dr Angela Swan – Senior Research Fellow

Key Professional Staff

Sally Hundleby – Institute Manager

Lisa Mills – Finance Manager

Narina Sutherland – Data Assistant

Charlotte Endres – Administrator

CWRI Grant researchers, doctoral students, research assistants, and staff

We are fortunate to have numerous talented researchers, research fellows, facilitators, practitioners, doctoral students, and research assistants associated with our many interdisciplinary research grants and institute activities. We would like to thank everyone who has contributed to the success of the Institute (see our website for full staff details).

Kaiārahi

Mel Tainui (Kaiārahi Education)

Tufulasi Taleni (Kaiārahi Pasifika)

Liz Brown (Ngāi Tahu) (*Amokapua Pākāno Tuarua | Deputy Assistant Vice Chancellor Māori Kaiārahi Māori Education*)

Jeanine Tamati-Elliffe (Kāi Tahu, Te Ātiawa) (*Director, Projects & Innovation Kaiārahi Māori Health*)

Mary Boyce (*Kaihautū Ako Māori | Director Māori Teaching and Learning*)

KEY RESEARCH THEMES

Learning Success

Professor Brigid McNeill (Assistant Dean Research Te Kaupeka Ako | Faculty of Education)

Professor John Everatt (Te Kaupeka Ako | Faculty of Education)

Autism and Well-being

Associate Professor Laurie McLay (Acting Associate Dean Te Kaupeka Oranga | The Faculty of Health)

Senior Lecturer Dr Lisa Emerson (Te Kaupeka Oranga | The Faculty of Health)

Social and Emotional Well-being

Associate Professor Yvonne Crichton-Hill (Head of Department Social Work, Te Kaupeka Toi Tangata | Faculty of Arts)

Professor Letitia Fickel (Executive Dean Te Kaupeka Ako | Faculty of Education)

Child Population Health

Professor Philip Schluter (Te Kaupeka Oranga | The Faculty of Health)

Pasifika Education and Well-being

Senior Lecturer Tufulasi Taleni (Te Kaupeka Ako | Faculty of Education)

Early Years Learning

Professor Jayne White (Te Kaupeka Ako | Faculty of Education)

Nutrition and Well-being

Professor Julia Rucklidge (Te Kaupeka Pūtaiao | Faculty of Science)

Māori Learning and Success (Te Rū Rangahau)

Dr Matiu Ratima (Whakatōhea, Ngāti Pūkeko) (Te Rū Rangahau | Māori Research Laboratory) (Te Kaupeka Ako | Faculty of Education)

Dr Te Hurinui Karaka-Clarke (Te Arawa, Ngāi Tahu) (Te Rū Rangahau | Māori Research Laboratory) (Te Kaupeka Ako | Faculty of Education)

Aligned to our key themes our researchers are producing creative, innovative and unique research that advances knowledge in child and youth well-being.

PROFESSOR GAIL GILLON

RESEARCH FUNDING AGENCIES AND PROJECT TITLES FOR 2022 INCLUDE:

The Child Well-being Institute is hosting grants in 2022 with a total value of approximately \$20 Million.

Projects include a range of exciting collaborative research and practice based partnerships.

We are grateful to the funders for these research opportunities and partnerships we have developed.

| LEAD PIS | FUNDER | RESEARCH PROJECT NAME | START | END |
|------------------------------|---|--|-----------|------------|
| Gail Gillon & Brigid McNeill | Ministry of Education | Research Informed integrated professional support system for teaching of literacy using Better Start Literacy Approach (BSLA) | 18/10/20 | 31/12/2023 |
| Laura-Lee McLay | Laura Ferguson Trust: Joyce Fisher Endowment | Evaluation of programmes at Early Steps (Autism NZ) | 1/05/2022 | 30/12/2024 |
| Jennifer Smith | NZ Council for Educational Research Teaching and Learning Research Initiative | Ngā pūrākau o Te Kura o Tuahiwi. A Kaupapa Māori Case study: a mixed methods approach | 3/03/2022 | 31/03/2024 |
| Nick Draper | Canterbury Medical Research Foundation | Collisions in junior rugby: Incidence, peak linear accelerations, peak rotational accelerations and the potential of headgear to reduce impact accelerations | 1/01/2022 | 31/12/2023 |
| Matiu Ratima | Tertiary Education Commission CoRE Ngā Pae o te Māramatanga (2021-2028) | Hikairo whānau book series: Culturally responsive teaching in Aotearoa | 1/10/2022 | 1/12/2023 |
| Laura-Lee McLay | MBIE National Science Challenge – A Better Start and Cure Kids Trust | The effectiveness of telehealth-delivered child- and caregiver-focused interventions on children's learning and caregiver mental health | 4/10/2021 | 30/11/2023 |
| Samantha Lee | CMRF General Project Grant | Neurodevelopmental Outcomes of Adolescents Born to Opioid-Dependent Mothers Treated with Methadone during Pregnancy | 1/08/2021 | 31/07/2023 |
| Philip Schluter | Health Research Council | Lighted Paths: Education and pathways to better health for Pacific families | 1/08/2020 | 31/07/2023 |

| LEAD PIS | FUNDER | RESEARCH PROJECT NAME | START | END |
|-------------------------|---|--|------------|------------|
| John Everatt | MBIE National Science Challenge – A Better Start and Cure Kids Trust | Reducing literacy learning difficulties and improving well-being: a teacher-implemented intervention | 1/01/2022 | 30/06/2023 |
| Megan Gath | Ministry of Social development Children and Families Research Fund | Assessing the impact of screen time on children's language, literacy, and social functioning from infancy to age 8 | 31/01/2022 | 1/05/2023 |
| Mairin Taylor | Cure Kids Innovation Seed Fund | MindKiwi: Mindfulness treatment for children and families with attention deficit hyperactivity disorder (ADHD) in Aotearoa New Zealand: A feasibility study | 1/02/2020 | 30/04/2023 |
| Laura-Lee McLay | Lottery Grants Board- Health Translational Research Projects | Telehealth delivered interventions for health-promoting behaviours for children with autism | 1/03/2021 | 30/04/2023 |
| Rachel Maitland | MBIE National Science Challenge – A Better Start | NSC A Better Start: Interpreting Big Data Māori Whānau case studies | 1/07/2022 | 31/03/2023 |
| Gail Gillon | Ministry of Education | Trialling literacy & communication support packages for Year 2-8 learners in 2022 | 16/05/2022 | 28/02/2023 |
| Gail Gillon | Canterbury Medical Research Foundation | Enabling health and well-being through literacy success | 24/01/2021 | 31/12/2022 |
| Lianne Woodward | National Institute of Health Research Project Grant | VAR: Targeting human milk fortification to improve preterm infant growth and brain development | 1/08/2021 | 31/07/2022 |
| Laura-Lee McLay | Royal Society of NZ Marsden Fund | The role of functional behavioural assessment in formulating treatments for sleep problems in children with rare genetic neurodevelopmental disorders | 1/03/2019 | 30/06/2022 |
| Gail Gillon & Amy Scott | Ministry of Education | School entry assessment (SEA) literacy and oracy tools development | 1/09/2020 | 30/06/2022 |
| Brigid McNeill | Ministry of Education | Early learning oral language and literacy practice and progress tools | 18/11/2021 | 24/06/2022 |
| Lisa Emerson | HRC Health Delivery Research Activation Grant | Establishing End-user Driven Autism Research Priorities in New Zealand | 1/02/2021 | 31/05/2022 |
| Letitia Fickel | NZ Council for Educational Research Teaching and Learning Research Initiative | Co-constructing a culturally and linguistically sustaining, Te Tiriti-based Ako framework for socio-emotional well-being in education | 1/01/2019 | 31/03/2022 |
| Brigid McNeill | MBIE National Science Challenge – A Better Start | NSC A Better Start: Theme Leader (Successful Learning) | 1/10/2019 | 30/06/2024 |
| Gail Gillon | MBIE National Science Challenge – A Better Start | NSC A Better Start: Deputy Director | 1/07/2019 | 30/06/2024 |
| Nick Draper | Neurological Foundation Project Grant | Collisions in junior rugby: Incidence, peak linear accelerations, peak rotational accelerations and the potential of headgear to reduce impact accelerations | 1/01/2022 | 31/12/2023 |

*Whiriwhiria,
kia ora ai te tamaiti.*

Braiding knowledge,
so the child will flourish.

TE KĀHUI PĀ HARAKEKE | CHILD WELL-BEING RESEARCH INSTITUTE

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