



A BETTER  
START

E Tipu e Rea

# A Better Start E Tipu e Rea Successful Literacy and Learning Theme

Summary Report of Progress  
February, 2018

The research forms part of the National Science Challenge,  
A Better Start.

**A Better Start Challenge Directorate:**

**Director – Professor Wayne Cutfield, University of Auckland.**

**Co-Directors – Professor Gail Gillon, University of Canterbury  
and Professor Barry Taylor, University of Otago.**

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# Introduction | Kupu Whakataki

**A Better Start Successful Literacy and Learning theme is a programme of research exploring early literacy and learning achievement and healthy wellbeing in young children. The project comprises four interconnected studies which incorporate a ‘Braided Rivers’ (He Awa Whiria) approach to research; integrating Māori epistemologies with Western science, and braiding together education and health related disciplines.**

Project 1 provides better understanding of factors that influence early reading success within New Zealand, and is developing ethnic-specific predictive models aimed at improving this success. Community perception of data sharing across health and education is also being explored.

Project 2 determines (i) the feasibility, acceptability and appropriateness of an integrated intervention approach designed to accelerate Year 1 reading development for all children and particularly those who enter school with lower levels of oral language ability and (ii) the feasibility and value of parent/whānau shared reading workshops.

Project 3 describes the richness of ‘linguistic landscapes’ (the child’s linguistic environment including their digital world) that help facilitate emerging bilingualism in young preschool and school-aged children.

Project 4 examines the effectiveness of the ‘A Better Start’ integrated literacy approach used in Project 2, for children with a developmental disability (speech sound disorder).

In 2017 A Better Start Challenge and Cure Kids co-funded a series of projects through a contestable funding round. One of these projects aligns closely to our Successful Literacy and Learning theme. This project

Ko te manu kai i te miro  
nōnā te ngāhere.  
Ko te tamaiti kai i te kōrero  
pukakuka, nōnā te ao.

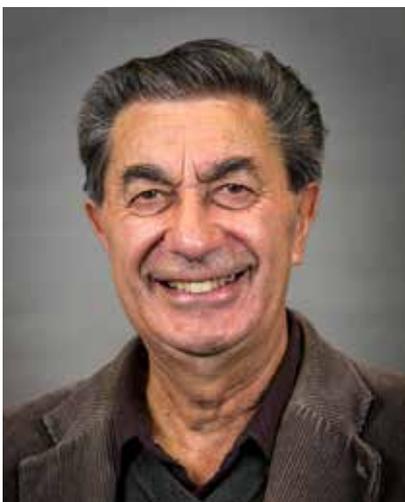
The bird that partakes of  
the berry, has the reigns of  
the forest.  
The child who masters  
reading, has access to  
the world.

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is investigating literacy interventions that support self-esteem/self-efficacy, and enhance positive behaviours in struggling readers.

Together, this series of projects is providing a collaborative and interdisciplinary approach to supporting children’s literacy and learning success and their healthy well-being.

This report provides an overview of the A Better Start Successful Literacy and Learning theme research activities in the period 2016–2018 and provides a summary of the research team’s Key Performance Indicators that have been achieved.



**“Our projects resonate with the Ministry’s Vision Mātauranga framework which declares the importance of research that proposes new ways of doing things, to find answers, to solve problems, and to unlock Māori potential in the quest for a better start for our tamariki”.**

**Professor Angus Macfarlane**

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Pasifika community members welcome new Samoan PhD student, Sailsi Aukuso, to A Better Start.

# Our People | Ringa Raupī, Ringa Raupā

## Research Team

### University of Canterbury

Professor Gail Gillon  
 Challenge Co-Director (Ngāi Tahu)  
 Professor Angus Macfarlane  
 Challenge Vision Mātauranga Leader  
 (Ngāti Whakaue)  
 Associate Professor Brigid McNeill  
 Theme Leader  
 Professor Philip Schluter  
 Distinguished Professor Niki Davis  
 Professor John Everatt  
 Associate Professor Sonja Macfarlane  
 (Ngāti Waewae)  
 Associate Professor Una Cunningham  
 (Researcher from 2016–2017)  
 Dr Amanda Denston  
 Dr Amy Scott  
 Dr Leanne Wilson

### University of Otago

Dr Libby Schaughency  
 Professor Elaine Reese  
 (Researcher from 2016–2017)

### Massey University

Professor William Tunmer

## Collaborators

### University of Otago

Dr Rick Audus  
 Dr Jesse Kokaua  
 Professor Barry Taylor  
 Dr Rosalina Richards

### Auckland University of Technology

Mr Leon Iusitini  
 Ms Rose Sisk  
 Dr El-Shadan Tautolo  
 Professor Janis Paterson

### Other

Dr Barry Milne  
 University of Auckland  
 Professor Jeanette King  
 University of Canterbury  
 Dr Lia de Vocht van Alphen  
 University of Canterbury  
 Professor Monica Axelsson  
 Stockholm University  
 Dr Karyn Carson  
 Flinders University, Australia  
 Dr Marleen Westerveld  
 Griffith University, Australia

## Advisors

Leali'ie'e Tufulasifa'atafatafa Taleni  
 (Ta'ita'i Pasifika)  
 Kaiārahi Pasifika  
 Liz Brown (Ngāi Tahu)  
 Kaiārahi Māori  
 Dr Lesieli Tongati'o

## PhD Students

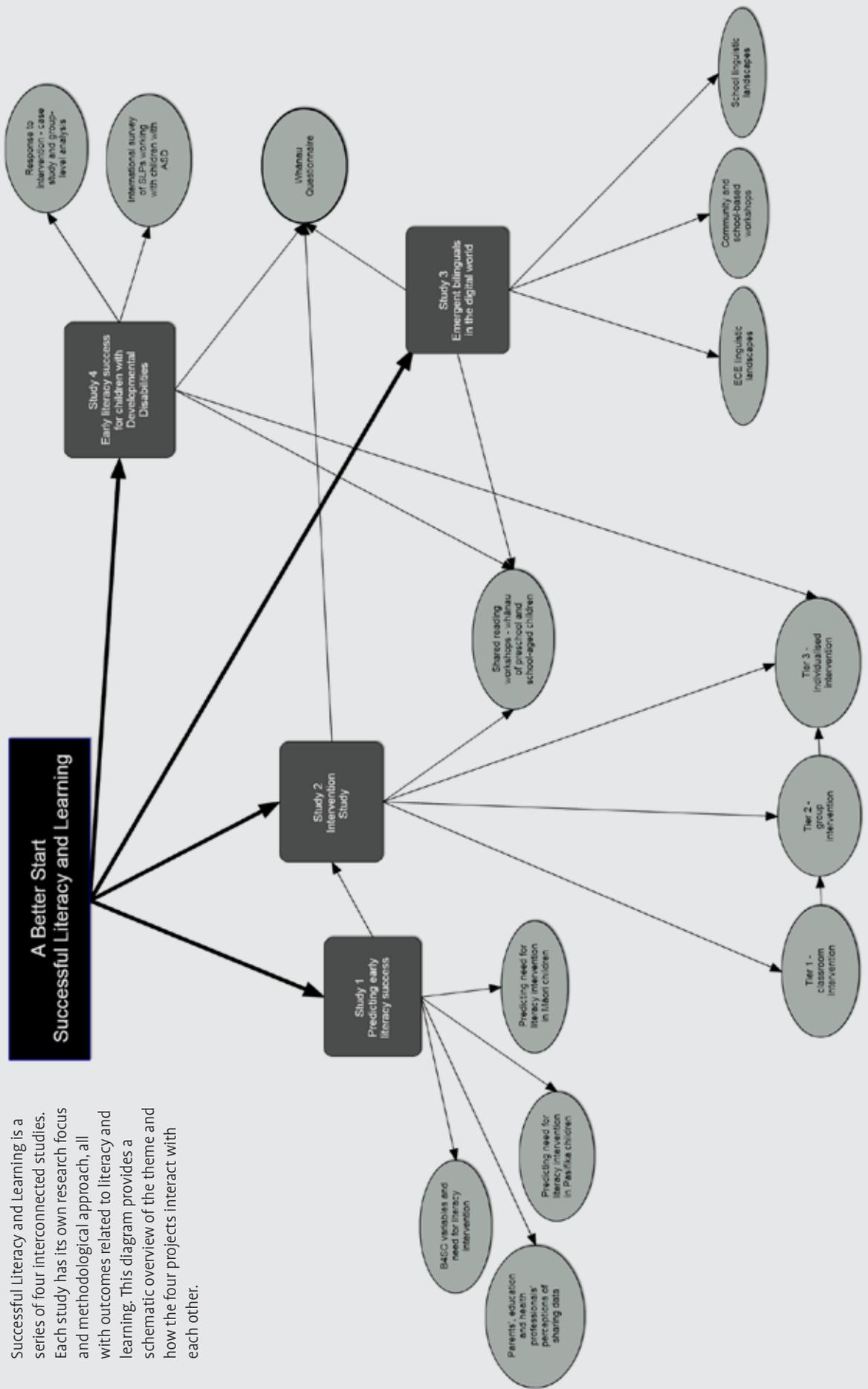
Melissa Derby (Ngāti Ranginui)  
 Nikita Gregory  
 Hyun Min (Alice) Kim  
 Leona Harris  
 Sailsi Aukuso

## Community Partners

Linwood/Aranui Early Childcare Centres  
 Linwood/Aranui Primary Schools  
 Jan Dobson  
 Participation Facilitator, Ministry of Education  
 Garry Williams  
 Manager of Education, Ministry of Education  
 Fue Seinafo  
 Manager of Education, Ministry of Education  
 Lynne-Harata Te Aika (Ngāi Tahu, Ngāti Awa)  
 General Manager, Te Taumatua, Ngāi Tahu  
 Speech Language Therapists  
 Ministry of Education  
 Resource Teachers of Learning and Behaviour  
 Ministry of Education  
 Linwood Wellbeing Hub  
 College of Education Health and Human  
 Development Pasifika Advisory Group

# Project Overview | Tirohanga Whānui

Successful Literacy and Learning is a series of four interconnected studies. Each study has its own research focus and methodological approach, all with outcomes related to literacy and learning. This diagram provides a schematic overview of the theme and how the four projects interact with each other.



# Project 1 | Pūtere 1

## Predicting early literacy success

**This project's kaupapa braids together large-scale data from health and education sectors, to better understand factors that support children's early reading success within the New Zealand cultural context.**

A key outcome of this project is to develop national and ethnic-specific predictive models aimed to improve reading success. Key data sources include PIF (Pacific Islands Families Study), IDI (Integrated Data Infrastructure – Statistics NZ) and the GUINZ (Growing Up in New Zealand) study. We are also exploring parents', education and health professionals' perception of sharing data for preschool children and children in their first year at school.

The first study we have undertaken has utilised the Before School Check (B4SC) data, a national screening programme of 4-year old children with a focus on identifying any social, behavioural or development issues which could potentially interfere with their learning and success at school. We have linked this data to Ministry of Education records of whether a child received a school-based literacy intervention. The work is internationally novel and exciting; we are able to overcome many of the methodological issues in the development of screening methods through the size and comprehensive nature of the variables contained within the IDI.

Several key deliverables have been met from the 5 year research plan, including:

1. A formal agreement with PIF (Pacific Islands Families Study) for data sharing protocols has been completed, one article have been produced as a result from the relationship and another is in preparation.
2. Professor Philip Schluter and Professor Gail Gillon have met with Big Data team leader, Dr Rick Audus, to determine research questions relating to Before School Checks and literacy achievement, utilising the IDI. Professor Schluter subsequently completed the accreditation process to access IDI data. Professor Schluter led the analysis and writing of two papers, both of which are currently under review. One focused on the national population, and the second on Pacific population. A third paper is being developed which focuses on Māori children's literacy needs.
3. Professor Schluter has been approved by GUINZ (Growing Up in New Zealand) as an external researcher, a proposal for a paper accepted, and meetings are occurring to continue to progress this relationship and data release.



**“All Before School Check variables significantly predict literacy need in early primary school years BUT they only tell us part of the story – and a robust national screening programme will need to cast its net wider”.**

**Professor Philip Schluter**

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# Project 2 | Pūtere 2 Intervention study

The intervention study for Successful Literacy and Learning aims to facilitate early literacy success for children commencing school with lower levels of oral language ability. This study has followed 247 children in the Eastern suburbs of Christchurch, through their first year of school. In the first project completed we have investigated the response to a classroom-based intervention for 143 of these children who commenced school with lower oral language skills.

The intervention is an integrated instructional approach implemented by teachers to enhance children's phonological awareness, vocabulary and letter knowledge through shared book reading and associated activities. Speech-Language Therapists and Resource Teachers for Learning and Behaviour (RTLBs) have provided additional support for teachers and children as necessary.

Sub-projects with this community of learners have also occurred, including shared reading workshops for whānau of preschool and Year 1 children. Additionally, a comprehensive whānau questionnaire has been developed. The questionnaire focuses on Hauora: *Health and wellbeing*, Hononga: *Reading together at home*, Hinengaro: *Reading practices* and Harikoa: *Positive identities*. Kaupapa Māori methodology has informed the holistic approach to the questionnaire framework as

well as the ways in which the questions were framed (i.e. utilising non-judgemental, mana-enhancing and strengths-based language).

Project 2 has made excellent progress on several key deliverables, exceeding projected numbers for recruitment and forming relationships with several key stakeholders in the community. Deliverables met include:

1. Two whānau-focused workshops focused on fostering shared reading at home have been delivered. One publication is in preparation, outlining the key findings from these whānau workshops.
2. Engagement has been undertaken with 7 primary schools within the Linwood/ Aranui area, resulting in the screening of 247 children in Year 1 at school who are being followed over 12 months.
3. In-depth assessment of 143 children with lower oral language ability, and careful evaluation of their response to class and small group interventions has been completed.
4. Comprehensive whānau questionnaires have been completed with ~85 whānau. One publication is in preparation outlining the key findings from this questionnaire.
5. Co-construction of intervention design with participating junior school teachers has been undertaken.
6. Professional Development website has been established for teachers, and PLD workshops delivered.
7. Workshops with RTLBs and a hui with SLTs were held regarding additional support for the cohort of children.
8. Implementation of the teacher led intervention in 23 classrooms across 7 schools has been completed. Data reliability, analysis, and interpretation of intervention findings has also been completed. One publication is in preparation describing the results with 2 further publications in planning.
9. RTLB's implementation of additional small group support for children with lower levels skills has been completed, with data analysis in progress.



“The findings from the intervention study are particularly exciting. This is one of the first studies internationally to demonstrate accelerated performance in phonological awareness, vocabulary and word reading skills concurrently for children with lower levels of oral language ability through teacher led intervention implemented in real world settings”.

Professor Gail Gillon

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# Project 3 | Pūtere 3

## Emergent bilinguals in a digital world

The kaupapa of Project 3 explores the intertwining of emergent bilingual development and the use of digital technologies to support the development of bilingualism in the early years of education. This project has two main strands – the gathering of ‘linguistic landscapes’ (descriptions of the linguistic environment) in early childhood education (ECE) and primary school settings, and the implementation of workshops to showcase best practice and increase the richness of preschool and school classroom environments to support emergent bilinguals. Enriching the linguistic landscapes in the physical and digital worlds of 4–6 year old children can better enable many more to grow up as bilingual language learners.

The first two years of this project have seen several key deliverables met and exceeded, including:

1. Linguistic landscapes of 6 mainstream ECE centres were completed in 2016 (including an exemplary Māori and Samoan centre), revisited in 2017 with further data analysis underway. Three linguistic landscapes have also been completed and shared focusing on 3 Linwood/Aranui primary schools. One publication with ECE findings has been submitted to a leading journal and further publications are planned.
2. ECE and school-based workshops have been completed, focused on increasing the richness of classroom environments to support children who are emergent bilinguals. Workshops have also been held in community-based settings such as a local Samoan church, to share this information with additional community members.
3. A website has been produced as a central space for resources, strategies for supporting bilingualism in the digital world including ‘pop up’ workshops and research.
4. The policy guidance deliverable exceeded expectation with submission of ‘*Languages Policy Guidelines Note*’ to leaders in new Labour government and their agencies, following extensive stakeholder engagement. The Hon Kelvin Davis, Associate Minister of Education, responded that this guidance note will inform the Ministry’s “work on language policy development”.
5. The project has also informed the 2017 update of the early childhood curriculum, Te Whāriki, and the new curriculum for *Digital Technologies & Hangarau Matihiko*.



“The digital world can be intentionally deployed to strengthen connections between education and homes for linguistically diverse children, especially those connections focused on promoting intergenerational language transmission. Teachers, families, stakeholders and policy makers appreciate guidelines and strategic support to provide an environment which best supports linguistically diverse children”.

Distinguished Professor Niki Davis

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Professor Gillon chairs an expert panel discussion on literacy priority research areas during the international Literacy and Learning Symposium, held in October, 2017.

## Project 4 | Pūtere 4 – Determinants of early literacy success and healthy wellbeing for children with developmental disabilities

Project 4 comprises a sub-sample of the 247 children participating in the Year 1 classroom-based intervention (described in Project 2). This subsample are those with diagnosed developmental disabilities and their response to the class level intervention is being evaluated.

Key deliverables for Project 2 are tracking well, including:

1. Identification of 40 children with developmental speech disorder in addition to lower level oral language skills, their response to phonological awareness and vocabulary instruction at both the class/ large group level and their response to follow-up smaller group intervention has been evaluated.
2. Whānau of children identified with development disability have completed the whānau questionnaire, providing comprehensive information on these children's health, wellbeing and early reading experiences.

In addition to project deliverables, a publication has been produced describing the practices of an international sample of Speech-Language Pathologists working with children with ASD (Autism Spectrum Disorder).



“A surprising number (nearly 16%) of the 247 Year 1 children screened have a developmental speech disorder in addition to lower level oral language skills. Understanding their response to class level intervention is crucial as these children are at heightened risk for persistent literacy difficulties”.

Associate Professor Brigid McNeill

# Key Performance Indicators | Tūtohu Paearu Matua

Responding to A Better Start Key Performance Indicators (KPIs) is an ongoing focus of the Successful Literacy and Learning theme. This section highlights a selection of key KPIs targeted by our theme, and how we are meeting or exceeding these targets. Further milestones will be met during the remaining 18 months of the project, ending June, 2019.

KPI	Our actions
Projects will demonstrate clear co-creation methodology	We have actively engaged with community and stakeholders during the design phase of the projects; our research team includes members from differing disciplines and institutions; and we have an ongoing commitment to collaborate cross-culturally, with our team comprising several Māori and Pasifika investigators, PhD students and advisors.
Early career researcher involvement in projects	The Successful Literacy and Learning theme has a high proportion of early career researcher involvement, including Research Fellows, PhD students and research assistants.
Projects will include public media engagement and announcements of Challenge activities across all communication forums (print, broadcast, digital and social media)	Our theme engages with public media through a variety of forms. We produce a quarterly newsletter, which is distributed to 300+ subscribers; we have been involved with several local and national news media providers via print and broadcast mediums, both in English and Samoan; we produced a promotional video for sharing on social media channels and provide regular updates on our theme's activities for inclusion in the wider A Better Start newsletter and on the A Better Start Facebook page. We also hosted an international Literacy and Learning Symposium, from which our keynote speaker presentations have been placed on You Tube. Additionally, a researcher from our project was the successful recipient of Cure Kids Contestable Funding, which received local and national attention in print media.  At a local level, our engagements with community have been considerable. We have hosted several workshops across the projects with both a co-construction and dissemination focus, huis with Māori and Pasifika Advisory Groups, and meetings with representatives from health and education sectors.
Research will provide national communication of science, contribution to Government and provider policies/ recommendations	Our communication for this KPI has taken several forms. For example, Associate Professor Una Cunningham produced a media release in response to a Green party call for compulsory Te Reo in schools on Stuff.co.nz. Distinguished Professor Niki Davis and colleagues prepared a Language Policy Guidance Document on supporting bilingualism, which has been well received by the Ministry of Education.  In addition meetings have been held with key Government members regarding literacy and learning priorities and research-based practice for reducing educational inequalities.
Evidenced-based guidelines are developed for teachers and parents for appropriate use of digital technologies to foster emerging bilingual literacy development	Project 3 contributes strongly to this KPI through the gathering of linguistic landscapes to act as exemplars of best practice in English, Samoan and Māori language early childcare centres. These findings have been used to create resources and guidelines for fostering emerging bilingualism. A website has been created to house these resources, and several workshops have been held to share findings with community and stakeholders.
Research will demonstrate improvement in literacy in Year 1 children, notably Pacific and Māori children and those from less affluent families	Results from Project 2's intervention study have demonstrated the positive impact of the intervention to accelerate the literacy development of children with lower levels of oral language in a community with a high proportion of Māori, Pacific and children from low-socioeconomic families.
A validated reading prediction model will be produced, that predicts end of Year 1 reading achievement at school entry to manage children with reading difficulties	Project 1 and 2 are tracking well to deliver this KPI. Before School Check data suggests we can identify children who will need a literacy intervention before they start school. Screening data involving phonological awareness measures accurately identified children in need of additional support to foster reading success.

# Study Outputs | Ngā Putanga



Professor Angus Macfarlane (Ngāti Whakaue) and PhD student Melissa Derby (Ngāti Ranginui) present early findings to visitors from MBIE.

**Successful Literacy and Learning researchers have a focus on dissemination of their research findings via a number of different methods. Articles and Book Chapters directly related to our funded research showcase the innovative methods and exciting research results to an international audience through peer review journal publications.**

While still in the data analysis stage for many projects, our team has been focused on producing manuscripts to be published in high-ranking international journals. Presentations have provided an alternative stage to showcase our kaupapa.

The audience of these presentations have varied, from students and research colleagues at conferences, to community members and key stakeholders at community events. Media presentations in local and national sources bring our research to the public, creating relatable links and connecting to real-life outcomes. Other study outputs include three websites, two resource manuals, and a Language Policy Guideline. Further outputs are anticipated before the end of the project period in June, 2019.

## Articles and Book Chapters

**Gillon, G.** (2018). *Phonological awareness: From research to practice*. Second edition. New York: The Guilford Press.

**Macfarlane, S.** (2018). Creating culturally inclusive contexts for engagement and learning: Authentic and agentic drivers for success. In L. Claiborne & V. Balakrishnan (Eds), *Difference, Ethics and Inclusive Education: Changing Global Policy and Practice*, (xxx-xxx). Rotterdam: Sense Publishers. (In press)

**Gillon, G., McNeill, B., Scott, A., Denston, A., Wilson, L., & Carson, K.** (2018) A Better Start to early literacy learning: Findings from a teacher-implemented intervention in children's first year at school. (In preparation)

**Schaughency, E., Reese, E., Riordan, J., Derby, M., Wilson, L. & Gillon, G.** (2018). Developing a community-based oral language shared book reading program: Exploring feasibility and social validity. (In preparation)

**Macfarlane, A., Macfarlane, S., Derby, M. & Curtis, T.** (2018) A Kaupapa Māori approach in Indigenous education. New York: Oxford University Press. (In preparation)

**Macfarlane, A., Manning, R., Ataria, J., Macfarlane, S., & Derby, M.** (2018). Wetekia kia rere: The potential for place-conscious education approaches to reassure the Indigenization of science education in New Zealand settings. *Cultural Studies of Science Education*. (Under review)

**Schluter P.J., Kokaua J., Tautolo El-S., Richards R., Taleni T., Kim H.M., Audas R., McNeill B., Taylor B., & Gillon G.** (2018). Predicting early primary school-based literacy interventions amongst Pacific children: a national population study. *Scientific Reports*. (Under review)

**Macfarlane, S., Gillon, G., Denston, A., L. Schaughency, E., Taleni, T., Aukuso, S., Davis, N., Gregory, N.** (2018). Engaging families and communities in a National Science Challenge: Enablers to success. (In preparation)

**Harris, L., Davis, N.E., de Vocht, L. & Cunningham, U.** (2018) Linguistic environments that support children who are emergent bilinguals in early childhood education: The contribution of digital technologies. (In preparation)

**Kim, H. M., Schluter, P. J., McNeill, B., Everatt, J., Sisk, R., Iusitini, L., Tautolo, E. S., Taleni, T.**

**& Gillon, G.** (2018). Predicting early literacy success among Pacific children aged 6 years in New Zealand: findings from the Pacific Islands Families (PIF) Study. (In preparation)

**Schluter, P. J., Audas R., Kokaua J., McNeill B., Taylor B., Milne B., & Gillon G.** (2017). Do pre-school developmental indicators predict early primary school-based literacy interventions: a national population study. *Child Development*. (Under review)

**Kim, H. M., Schluter, P. J., McNeill, B., Everatt, J., Tautolo, E. S. & Gillon, G.** (2017). Agreement between Pacific children, mothers and teachers on their perceptions of the children's academic performance at age 6 years. (Under review)

**Taleni T, Macfarlane A, Macfarlane S, Fletcher J.** (2017). O le Tautai Matapalapala: Leadership strategies for supporting Pasifika students in New Zealand schools. *Journal of Educational Leadership Policy and Practice* 32(2):16-32.

**Gillon, G., & Macfarlane, A. H.** (2017). A culturally responsive framework for enhancing phonological awareness development in children with speech and language impairment. *Speech, Language and Hearing*, 1-11.

**Gillon, G., Hyter, Y., Fernandes, F. D. M., Ferman, S., Hus, Y., Petinou, K., Segal, O., Tumanova, T., Vogindroukas, I., Westby, C. & Westerveld, M.** (2017). International Survey of Speech-language pathologists' practices in working with children with Autism Spectrum Disorder (ASD). *Folia Phoniatr Logop*, 69 (1-2), 8-19.

**Derby, M.** (2017). 'H' is for Human Right: An Exploration of Literacy as a Key Contributor to Indigenous Self-Determination. (Under review)

**Derby, M.** (2017). Traditional Tribe or Corporate Entity? The Influence of Treaty of Waitangi Settlements on Tribal Groups in New Zealand. (In press)

## Presentations

**Derby, M.** (2017). He Kōrero: Braiding emergent literacy skills with Māori cultural imperatives. Presentation at the 10th Annual Educational Psychology Forum, Victoria University of Wellington, Wellington, New Zealand, 28 November.

**Derby, M.** (2017). Literacy and self-determination. 3 Minute Thesis presentation at the New Zealand Association of Research in Education (NZARE) Conference, University of Waikato, Hamilton, New Zealand, 19 November.

**Macfarlane, S., Macfarlane, A., Gillon, G., Denston, A., Boereboom, J. & Schaughency, E.** (2017). Creating an authentic research community: Engaging whānau in a National Science Challenge. Christchurch, New Zealand: Literacy and Learning Symposium, 26-27 Oct 2017.

**Davis, N., Cunningham, U., Harris, L., Aukuso, S., Taleni, L., King, J., de Vocht van Alphen, L. & Axelsson, M.** (2017). Emergent bilinguals in a digital world. Christchurch, New Zealand: Literacy and Learning Symposium, 26-27 Oct 2017.

**Schaughency, E., Reese, E., Riordan, J., Derby, M., Wilson, L. & Gillon, G.** (2017). Nurturing shared reading with preschool children: New Zealand examples. Christchurch, New Zealand: Literacy and Learning Symposium, 26-27 Oct 2017.

**Gillon G., McNeill B., Scott A., Denston A., Carson K. and MacFarlane A.** (2017) Accelerating early literacy success in Year 1 children who have lower levels of phonological awareness and oral language ability. Christchurch, New Zealand: Literacy and Learning Symposium, 26-27 Oct 2017.

**McNeill B., Gillon G., Scott A and Denston A.** (2017) Literacy development in children with speech and language difficulties. Christchurch, New Zealand: Literacy and Learning Symposium, 26-27 Oct 2017.

**Schluter P.J., Gillon G., McNeill B., Audas R., Taylor B., Milne B., Kokaua J.** (2017). Do pre-school socio-demographic and health developmental indicators predict the future utilization of early primary school-based literacy interventions: a national population study. Christchurch, New Zealand: Literacy and Learning Symposium, 26-27 Oct 2017.

- Derby, M.** (2017). *'H' is for Human Right: Braiding Western Literacy Indicators with Indigenous Epistemology and Pedagogy*. Poster Presentation at the Literacy and Learning Symposium, Christchurch, New Zealand, 26-27 October.
- Aukuso, S.** (2017). *A new perspective on learning languages in a digital world, O se vaaiiga fou i le a'oina o gagana i se lalolagi o mea faatekonolosi*, Poster Presentation at the Literacy and Learning Symposium, Christchurch, New Zealand, 26-27 October.
- Gregory, N.** (2017). *Sharing student health data with teachers to improve academic achievement: A proposed investigation*. Poster Presentation at the Literacy and Learning Symposium, Christchurch, New Zealand, 26-27 October.
- Kim, H. M.** (2017). *Pacific children's, mothers' and teachers' perceptions of the children's academic performance at age 6 years*. Poster Presentation at the Literacy and Learning Symposium, Christchurch, New Zealand, 26-27 October.
- Harris, L.** (2017). *Linguistic landscapes of emergent bilinguals in a digital world*. Poster Presentation at the Literacy and Learning Symposium, Christchurch, New Zealand, 26-27 October.
- Macfarlane, S., Macfarlane, A., Gillon, G., Graham, J., Clarke, T., & Derby, M.** (2017). Social and emotional imperatives and Indigenous ideologies: Braiding Western psychology with Indigenous epistemologies. Presentation to the New Zealand Psychological Society Annual Conference, Rydges Latimer Hotel, Christchurch, New Zealand, August 30 – September 2.
- King, J. & **Cunningham, U.** (2016). Parent workshops: Supporting language communities. Paper presented at the Second UC Intergenerational Transmission of Minority Languages Symposium: Community Matters, University of Canterbury, Christchurch, 12 December 2016.
- Macfarlane, A., & Macfarlane, S.** (2016). *Shared spaces: Erasing inequities by braiding the rivers of knowing*. New Zealand Political Studies Association (NZPSA) Conference: "Divergent Democracies: Politics in the 21<sup>st</sup> Century", University of Waikato, Hamilton, NZ, 28-30 November.
- Derby, M.** (2016). DO NOT READ THIS! 3 Minute Thesis presentation at the MAI Doctoral Conference, Victoria University of Wellington, Wellington, New Zealand, 24 November.
- Macfarlane, A., Macfarlane, S., Gillon, G., Graham, J., Derby, M.** (2016). *Tangatarua: Confluencing the knowledges from two worlds*. Presentation at the 7<sup>th</sup> Biennial International Indigenous Research Conference, Ngā Pae o te Māramatanga, Auckland, New Zealand, 17 November.
- Gillon, G. T., Hyter, Y., Dreux, F., Ferman, S., Hus, Y., Petinou, K., Segal, O., Tumanova, T., Vogindroukas, I., Westby, C. & Westerveld, M.** (2016). *International survey of SLP practices in working with children with Autism Spectrum Disorder (ASD)*. Poster Presentation at American Speech Hearing Association Annual Conference, Pennsylvania, USA, 17-19 November 2016.
- Gillon, G. T., Macfarlane, A. H., Derby, M. & Scott, A.** (2016). Te reo Māori Phonological Awareness Assessment. Presentation at the 7th Biennial International Indigenous Research Conference, Ngā Pae o te Māramatanga, Auckland, New Zealand, 15-18 November, 2016.
- Derby, M.** (2016). *Ko te kai a te rangatira he kōrero: Turn stories into conversations and watch children's language grow*. Presentation at the Annual Māori Research Colloquium, University Of Canterbury, Christchurch, 4 November.
- Derby, M.** (2016). *Ko te kai a te rangatira he kōrero: Turn stories into conversations and watch children's language grow*. Presentation at the College of Education, Health and Human Development Aboriginal Showcase, University Of Canterbury, Christchurch, 25 October.
- Gillon, G. T., Hyter, Y., Dreux, F., Ferman, S., Hus, Y., Petinou, K., Segal, O., Tumanova, T., Vogindroukas, I., Westby, C. & Westerveld, M.** (2016). *International survey of SLP practices in working with children with Autism Spectrum Disorder (ASD)*. Oral Presentation at New Zealand Speech-Language Therapy Association Conference, September 7-9, 2016, New Zealand.
- Gillon, G. T., Hyter, Y., Dreux, F., Ferman, S., Hus, Y., Petinou, K., Segal, O., Tumanova, T., Vogindroukas, I., Westby, C. & Westerveld, M.** (2016). *International survey of SLP practices in working with children with Autism Spectrum Disorder (ASD)*. Oral Presentation at International Association of Logopedics and Phoniatrics International Conference, August 21-25, 2016, Dublin, Ireland.

## Other

Adoption of **Macfarlane, A's** 'braided rivers' model: Superu report – Bridging cultural perspectives, February, 2018.

Promotional video: Increasing Literacy Achievement for Younger Readers (2017). Retrieved from <https://www.youtube.com/watch?v=sQdo8jzhodg&feature=youtu.be>.

King, J., de Vocht, L., **Cunningham, U. & Davis, N.** (2017). Language Policy Development: A Guidance Note.

Community Workshop: Workshop for Pasifika whānau raising children with two languages, August, 2017.

Community workshop: Workshop for Pasifika and other whānau raising children with two languages, June, 2017.

Presentation: Presentation to Ngāi Tūāhuriri Education Committee, May, 2017.

Presentation: Invited presentation at Child and Youth Workstream Forum, May, 2017.

Presentation: Presentation to Mātauraka Mahaanui (the Ngāi Tahu Advisory group to the Ministry of Education for the regeneration of Education in Greater Christchurch), April, 2017.

Community workshop: Linguistic landscape workshop at the Kidsfirst hui, April, 2017.

Seminar: e-Learning and LATL Lab seminar on 'Emergent bilinguals in a digital world', April, 2017.

**Davis, N. & Cunningham, U.** (2017). Emergent Bilinguals in the Digital World. (National Science Challenge: A Better Start. Grant number 15-02688). Retrieved from <https://ebdwwebsite.wixsite.com/ebdw>.

**Gillon, G., Carson, K., Scott, A., & Wilson, L.** (2016). Phonological Awareness Assessment Tool (National Science Challenge: A Better Start. Grant number 15-02688). Unpublished website. Christchurch, New Zealand.

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**Gillon, G., Wilson, L., Scott, A., Denston, A., & McNeill, B.** (2016). Phonological Awareness Professional Learning. (National Science Challenge: A Better Start. Grant number 15-02688). Retrieved from <http://learn.canterbury.ac.nz/>.

**Harris, L.** (2016). An ethnographic case study of the linguistic landscape of an award-winning Māori immersion early childhood education centre. Unpublished MEd thesis. University of Canterbury, Christchurch.

TV interview: CTV news <https://www.youtube.com/watch?v=GhbMqO96jdc&list=PL1D0DE06F56864BA4&index=1>

Radio interview: Radio NZ <http://www.radionz.co.nz/national/programmes/ninetoon/ audio/201800993/professor-gail-gillon,-early-child-literacy>

Radio interview: Radio Live (<http://www.radiolive.co.nz/Are-you-doomed-if-school-fails-you/tabid/506/articleID/121714/Default.aspx#VyvHBenUoww.email>)

Radio interview: Waateanews.com [https://secure.zeald.com/uma/play\\_podcast/x\\_podlink/NDkyNzY=/](https://secure.zeald.com/uma/play_podcast/x_podlink/NDkyNzY=/)

Media publication: <http://www.stuff.co.nz/national/education/89223687/Compulsory-Te-Reo-Can-it-really-be-done>

Media publication: <http://www.stuff.co.nz/national/education/89090551/instant-te-reo-maori--an-experiment-youve-never-seen-before>

Article: Article in Samoan newsletter on the welcome event held for new Samoan PhD student, Saili Aukuso. [http://media.wix.com/ugd/a28961\\_8eddc3430ba4aca960dffae3b07008a.pdf](http://media.wix.com/ugd/a28961_8eddc3430ba4aca960dffae3b07008a.pdf)

Media publication: <https://soundcloud.com/speakupkorerotia/bilingualism-in-single-language-society>

Blog post: <http://latllab.canterbury.ac.nz/a-better-start/>

Blog post: <http://latllab.canterbury.ac.nz/a-better-start/linguistic-landscapes-education/>

Research award: The New Zealand Association for Research in Education (NZARE) has presented the 2016 NZARE Group Award to UC's Te Rū Rangahau: The Māori Research Laboratory, directed by Professor Macfarlane, for high quality research involving Māori.

Community workshop: Motivating reluctant children to speak their heritage language, September 2016.

Community workshop: Workshop on enhancing shared reading experiences for children (part 1 of 2), September, 2016.

Community workshop: Workshop on enhancing shared reading experiences for children (part 2 of 2), November, 2016.

Community workshop: Motivating parents to speak their language to their children, November, 2016.

**For more information, contact:**

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[www.canterbury.ac.nz/education/research/  
a-better-start-literacy-and-learning-theme/  
www.abetterstart.nz/en.html](http://www.canterbury.ac.nz/education/research/a-better-start-literacy-and-learning-theme/)