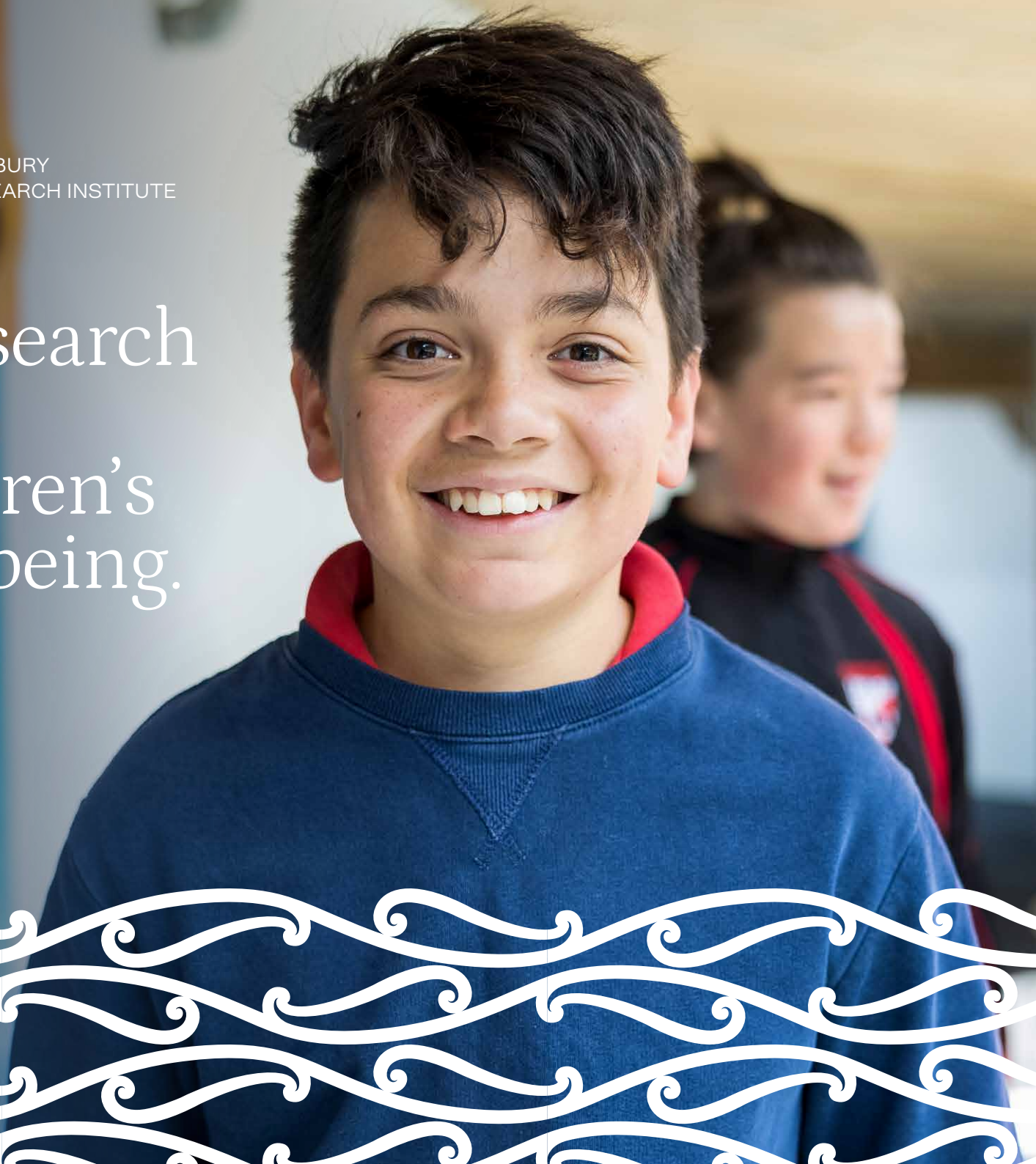




UNIVERSITY OF CANTERBURY
CHILD WELL-BEING RESEARCH INSTITUTE
TE KĀHUI PĀ HARAKEKE

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

YEAR IN REVIEW — 2023



Whiriwhiria, kia ora ai te tamaiti

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 to thrive and succeed.

TE KĀHUI PĀ HARAKEKE CHILD WELL-BEING RESEARCH INSTITUTE

OUR VISION AND MISSION

*Mō ngā uri
Leading real-world research
that transforms the waiora
(well-being) of mokopuna*

CWRI leads at the interface of research and real-world change for children and young people (mokopuna). Our specialty is using our expertise to innovate new and strengthen existing solutions for mokopuna well-being. We partner with government, community and Iwi Māori to effect transformation across policy, practice and paradigms that lift waiora for our mokopuna. We leverage our academic expertise to evidence what works, creating a learning

and innovation loop. We combine world class inter-disciplinary researchers with the highest standards of project execution to create measurable and meaningful impact, underpinned by a resolutely strengths-based philosophy.

Global impact and global footprint for solving some of the most pressing challenges affecting children and young people while unlocking the potential of all mokopuna we work with.

YEAR IN REVIEW CONTENTS

02	Director's Report
CREATING CHANGE	
04	Whiria Te Muka Tangata
05	He Ara Wairoa
06	BSLA
SHARING KNOWLEDGE	
08	He Awa Whiria – Braided Rivers Approach
10	Impact of Screen Time on Young Children
11	Smartphones at School
13	Opening the Door on Infant Transitions to Early Childhood Education
15	Strong Pasifika Leadership
CELEBRATING CHILDREN & YOUNG PEOPLE	
16	Mokopuna Ora
COLLABORATING FOR IMPACT	
21	Digital Supports for Autistic Tamariki and Their Caregivers
22	CWRI Collaborates to Raise Health, Well-being and Educational Achievement of Children
GROWING RESEARCHERS	
24	Pasifika Protective Factors in Family Violence
26	Learning to Grow Food
28	Small Grants
32	For People Who Kikikiki (Stutter) Communication Can Be Difficult
35	Our Strategic Commitments
36	Our Team
37	Key Research Themes
38	Research Projects

DIRECTOR'S REPORT

Globally and in Aotearoa, the vital importance of improving the well-being of children and young people is in sharp focus. In 2023, the World Health Organization issued a 'call to action' for governments to invest in well-being, particularly ensuring positive impacts for diverse communities as a way to achieve the most benefit for society as a whole.

In Aotearoa the national Child and Youth Wellbeing Strategy provides a roadmap for improving the well-being of all children and young people aged under 25; acknowledging the crucial importance of their well-being to the future of the country and its success.

The Child Well-being Research Institute is committed to playing its role in this essential national and global endeavour.

Our *Year in Review 2023* showcases some of the tangible ways we are making a difference – in collaboration with the government, communities and educators, to name just some of the key parties involved. Our review is divided into sections that reflect key aspects of our mahi.



Professor Gail Gillon

Creating Change

A key focus are initiatives that transform the lives of tamariki and rangitahi, such as the Better Start Literacy Approach (BSLA). BSLA has significantly raised literacy achievement for more than 40,000 New Zealand students, including the same rate of success for all children. In recognition of BSLA's academic excellence it was awarded the University of Canterbury's Innovation Medal.

Projects in partnership with the Treasury and Ministry of Health are also working at the core of where change can happen. New research initiatives are using mātauranga Māori to create a fairer health system and strengthen how policy-makers prioritise lifting the well-being of all New Zealanders.

Sharing Knowledge

A key aspect of our mahi is sharing the knowledge and tools we develop in ways such as public talks, academic publications, policy advice, and through mainstream media.

This section profiles a project on the impact of screen time on young children; an initiative with Plunket to advise whānau on

selecting the best early childhood education options for them; and the publication of a book on an approach to integrative mātauranga Māori with Western scientific knowledge in research.

Celebrating Children and Young People:

The importance of the voices of tamariki and rangatahi cannot be understated. Their input is a central component of our research and its implementation.

This year we launched the inaugural Mokopuna Ora Literacy Competition to understand tamariki and rangatahi's views on well-being. We share some of the incredible perspectives of entrants aged 5 to 18. We also profile a project that shares the cultural values and perspectives of Pasifika children with teachers to help reduce inequalities.

Collaborating for Impact

None of our work is done in isolation. To achieve the greatest impact for the next generation involves working with those impacted and others committed, and able, to make a difference.

One example is a successful collaboration with the Autistic and autism communities to understand their priorities for research. This partnership has resulted in the development and fine-tuning of telehealth tools to support eating, sleeping, toileting, and communication, as well as support for the mental health of caregivers.

We share details of CWRI's involvement in the Research for Children Aotearoa collaboration which brings experts in health, well-being and education together to make a bigger difference.

We also preview a new project that unites health, occupational health, and brain imaging experts to help those who stutter.

Growing Researchers

Realising the potential of the next generation of researchers is integral to improving outcomes for New Zealand's future, its tamariki and rangatahi.

CWRI's Small Grants programme is a key way this happens. It supports researchers from across the University of Canterbury as well as collaborators from other agencies to get started or develop important projects.

The future is bright

During 2023 we were excited to have Sacha McMeeking (Ngāi Tahu) join the CWRI as a Co-Director. She has developed a Strategic Roadmap for the Institute which will further elevate our ability to affect change.

We are also planning a Child and Youth Well-being Summit in July 2024 to bring together government, Iwi, community and the academic sector to foster cross-sector dialogue and collaboration that advances policy and practice for child and youth well-being.

Investment in children and young people is an investment in intergenerational improvement. Our mahi is making a difference, but there is always more to collectively do.

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

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

Deputy Director, Better Start National Science Challenge E Tipu
E Rea <https://www.abetterstart.nz/>

Whiria Te Muka Tangata

A groundbreaking Government-led anti-racism initiative, involving the Child Well-being Research Institute, is being piloted in health organisations and is set to make a real difference in this complex area.

The government published the first report into racism in the public service. It was called Ao Mai te Rā, meaning 'the dawn has come'.

CWRI Co-Director Sacha McMeeking says as steward for Aotearoa's health system, and to build on Ao Mai te Rā, the Ministry of Health Manatū Hauora commissioned mahi to develop a systems change model that provides an organisational and system-level blueprint for anti-racism action in health.

Tokona Te Raki is the partnership between the University of Canterbury and Ngāi Tahu. It won a bid to progress the mahi and develop a model to understand, then map, the journey of different parts of the health sector.

McMeeking, who has been involved in the project as a Tokona Te Raki leader and now Co-Director of the CWRI, says the development team expressed a need to go beyond describing the issue, and provide a mātauranga Māori-inclusive framework that guides organisations in making meaningful systems change.

THE RESULT: WHIRIA TE MUKA TANGATA.

McMeeking says Whiria Te Muka Tangata draws on global learnings on systems change and racism but is simpler than most international models and built specifically for Aotearoa.

Muka is the fibre extracted from harakeke (New Zealand flax) and forms the base of most kākahu (cloaks).

"Like muka, which is made up of lots of tiny threads, racism in organisations is also complex. We're not looking for a silver bullet. If you want to create enduring system transformation, it's about the re-weaving of small deeds rather than any quick fix."

Whiria te Muka Te Tangata includes four dimensions – kawa (structural), tikanga (institutional), ritenga (interpersonal) and putanga (visible outcomes) – that allows the health system to explore anti-racism action in its broadest sense. The four dimensions incorporate a suite of key levers for change that are essential for shifting the conditions that hold racial and ethnic health inequities in place.

During 2024 Whiria Te Muka Tangata will be piloted in three health-related organisations – the Health Quality & Safety Committee, the Ministry of Health Manatū Hauora, and Family Planning.

This will involve six to nine months working collaboratively to apply Whiria Te Muka Tangata.

"We first understand the components that contribute to racism in these organisations and then guide what to do about it. By illuminating negative features, we have the opportunity to change them. That is what Ao Mai te Rā is about – understanding, uncovering and actively opposing racism in the system and actively supporting and guiding change. The partnership with pilot organisations will help us make Whiria Te Muka Tangata better so it can be taken up across the health sector, and hopefully beyond."

He Ara Waiora

Globally, there is a movement for governments to look at more than gross domestic product and identify and act on what is important to citizens' well-being.

In 2021 Treasury introduced the Living Standards Framework (LSF).

Based on an Organisation for Economic Co-operation and Development (OECD)-developed framework, the LSF captures many of the things that matter for New Zealanders' well-being. It also helps Treasury to provide the best economic and policy advice to improve well-being and raise living standards for all.

Since 2018, CWRI Co-Director Sacha McMeeking, along with many of the country's leading Māori academics and luminaries, has worked with Treasury on the development of the LSF.

To ensure the LSF better reflected te ao Māori and children's well-

being, Treasury commissioned the CWRI to develop an indigenous and uniquely Aotearoa response to understanding what well-being means and how to put it at the centre of government spending and policy.

It is named He Ara Waiora.

He Ara Waiora articulates both the 'ends', or what are important elements in Māori perceptions of well-being and living standards, and the 'means', or the tikanga values or principles that help us achieve the ends.

"He Ara Waiora looks at the deeper components of well-being; things we need to feel a sense of achievement and for a life we value."

He Ara Waiora was adopted by Treasury and is now applied to all new projects. This includes projects involving the Climate and Productivity Commissions.

McMeeking says working on He Ara Waiora has been life-changing.

"We had a series of wānanga with Māori experts, the intellectuals of their time, who walk truly in the worlds of traditional knowledge, academia, and policy. To be part of an amazing programme of work like this and alongside the Māori 'rock stars' is humbling and incredible.

"He Ara Waiora is at the centre of government so has the potential to deeply impact government policy and action and raise living standards for all New Zealanders in a way that is meaningful for them."



Associate Professor Sacha McMeeking

CREATING CHANGE

To make positive changes to the health, education, and well-being of Aotearoa's tamariki and rangatahi requires expertise, a clear focus, and collaboration. CWRI has a proven record of doing world-class research and ensuring new knowledge and tools are used to create a better future for all.

The Better Start Literacy Approach (BSLA) is one example of tangible change, having lifted the reading abilities of more than 40,000 New Zealand children after only 10 weeks of teaching. Another positive aspect of the approach is that all learners are benefitting from the teaching – including Māori, Pasifika and those for whom English is not their first language.

Better Start Literacy Approach

Literacy opens a world of connection, communication, and opportunity. For far too many New Zealand tamariki, these opportunities are unable to be realised. In New Zealand and internationally, there are unacceptable inequities in literacy outcomes.

Motivated to create positive change for Aotearoa's next generation, a team of researchers from the CWRI developed the Better Start Literacy Approach (BSLA).

The BSLA is a strengths-based, culturally-responsive early literacy teaching approach for five to seven-year-olds, based on the science of reading.

What this means is BSLA is grounded in the best local and global science; focuses on celebrating children's

strengths rather than focusing on their challenges; and was specifically developed for the children of Aotearoa and their educational context. It also has a comprehensive support package for educators, including a university credential.

Professors Gail Gillon and Brigid McNeill led development and implementation of the BSLA. Since 2020 the approach has been implemented in nearly 900 schools and significantly lifted the literacy of more than 40,000 junior learners. In addition, almost 4000 teachers have been trained in the approach. This impact was possible with the support and involvement of the Better Start National Science Challenge and the Ministry of Education.

Professor Gillon says she and the team involved in the evolution of BSLA are thrilled that it is significantly lifting literacy outcomes for all children.

"It's a crucial part of why we developed BSLA. We wanted to make measurable change to literacy and contribute to the education system as one way of improving outcomes for all."

Recent research findings from the BSLA show:

Significantly accelerated growth in students' foundational literacy skills compared to same-aged-children who did not engage with BSLA teaching.

Particularly high growth in literacy skills for Māori and Pasifika children. Relative change is approximately 1.2 to 2.2 times greater for these children compared with New Zealand European learners.

English as a Second Language learners achieve as well in their literacy growth as other learners.

Professor Gillon says these research findings are from the period between 2020 and 2023 – one of the most disruptive times in New Zealand's education history due to COVID-19 lockdowns.

"We are so excited to expand BSLA further and know we can make even more of an impact in the lives of children and their families."



The Hon. Amy Adams, Chancellor of the University presents UC Innovation award to Professors Gail Gillon and Brigid McNeill, Associate Professor Alison Arrow and Dr Amy Scott.

As well as improving children's literacy, the BSLA also has a positive financial impact. An analysis by ImpactLab showed every dollar invested in the national implementation of BSLA delivered \$38.20 of measurable good to New Zealand society. With further implementation and investment this could reach as high as \$57 for every dollar invested.

Professor McNeill says the BSLA employs technology and latest educational knowledge to help teachers support their learners.

"BSLA offers schools a world-leading online assessment platform to monitor literacy development in real-time and the use of AI to automatically transcribe children's oral reading

sessions into meaningful information about their progress.

Schools and teachers are crucial in the process of raising literacy levels in New Zealand. Their involvement with BSLA and feedback that we have integrated into the approach has been exceptional."

BSLA BY THE NUMBERS

40,000 5-7-year olds from across New Zealand have vastly improved literacy after completing the 10 week BSLA programme.

In just three years, **almost half of primary schools** in Aotearoa are involved

Almost 4,000 teachers from nearly 900 schools trained in the approach and provided local and programme-wide support

64 books with identifiably New Zealand setting and language published

280 lesson plans, plus **40 intensive plans** for those needing more input are supporting teachers to implement the teaching

Every dollar invested in BSLA delivers \$38.20 of measurable good. With recent further investment this could be as high as \$57 for every dollar invested.

He Awa Whiria — Braided Rivers Approach

As his plane to Ōtautahi Christchurch neared its destination, Professor Angus Macfarlane looked out the window and saw the outline of the Waimakiriri River below.



The Waimakiriri is an exemplar of braided rivers, which are common in Aotearoa but rare elsewhere. Braided rivers divide into channels like the twisting strands of a braided rope.

Macfarlane reflected on the separation, then coming together, of the river's streams. This insight, and the many years of work by Macfarlane and his colleagues that followed, would result in

the development of an approach to enable the coming together of complex and dynamic knowledge systems.

This approach is called the He Awa Whiria – Braided Rivers and has been adopted by a range of government departments, National Science Challenges, and higher learning institutions in Aotearoa since its inception in 2011. The approach has also been used in Australia and the United States (so far) in research relating to indigenous peoples.

The braided river metaphor describes two streams of a river that start at the same place and run parallel in equal strength. They come together and move

away regularly. Each stream spends more time apart than together but when the knowledge systems converge a special learning is achieved.

Information about the approach is available free online. In a continuation of the kaupapa of sharing, a new book has been published with examples and insight into the use of this world-leading tool.

Co-Director of the Early Years Research Centre at the University of Waikato, Melissa Derby says Macfarlane has revolutionised research and practice through his exemplary work, including He Awa Whiria, and tireless commitment to Māori advancement.

“More than that, Angus is one of the most humble and generous people I have had the pleasure to know, raising and encouraging a generation of scholars to follow in his illustrious footsteps.”

MELISSA DERBY



SHARING KNOWLEDGE

A key aspect of the work of the Child Well-being Research Institute is sharing the knowledge we gather. Whether it be talking at public events, publishing results in world-class journals, or engaging with the media to provide opinion, advice or information that can give whānau new ways or tools to improve the health, well-being or educational achievement of tamariki and rangatahi.

Impact of Screen time on Young Children

Today, young children are being exposed to unprecedented levels of screen time in their day-to-day life, whether that's through smartphones, tablets, video games, or watching TV. So it's important to understand how these increasing levels of screen time are impacting children's development.

Led by Dr Megan Gath, CWRI researchers looked at information from more than 6,000 New Zealand children who are part of the Growing Up in New Zealand study – Aotearoa's largest longitudinal study of child health and well-being.

"We found when children spend lots of time on screens during the preschool years, they score lower on a number of important developmental outcomes when

they reach school-age. This includes communication skills, vocabulary, early literacy and numeracy, and their ability to make good friendships."

Dr Gath says lots of time spent on screens also takes time away from activities that are more beneficial for their development, like being outside, playing with other children, taking part in family routines, and exploring the world around them.

"For young children to develop the social and communication skills they need to succeed and thrive, they need lots of opportunities for face-to-face interaction."

"Screen time is only one of many factors that determine children's outcomes but it's an increasingly common part of the day-to-day lives of our youngest tamariki."

Early childhood is also a time when parents have most influence over what their children are doing and is a critical period for setting foundational life skills and healthy habits.

To assist parents, teachers and anyone wanting to understand the impact of this modern-day dilemma, Dr Gath shared advice and information in a range of interviews in mainstream media, through public health events and webinars, as well as producing a short video to explain the research – providing easily digestible, much-needed free advice to a wide audience.

"If we can reduce screen time in early childhood, there can be positive flow-on effects that influence good health throughout the lifespan", she says.

The research suggests parents set limits on screen time for young children in line with current Ministry of Health guidelines.

These are:

no screen time for under 2s

less than 1 hour per day for children aged 2-4

and less than 2 hrs per day for children aged 5 and over.

"Parents can also make the most out of any screen time their children do have by choosing age appropriate and educational content whenever possible and engaging in screen time alongside their child to make it a quality family time activity."



SMARTPHONES AT SCHOOL

The use of smartphones has grown exponentially over the last decade. As these societal changes have been recent and rapid, schools are only now beginning to regulate student smartphone use at school. Use of mobile phones during the school day has the potential to interfere with schoolwork, attention, and positive social interactions, and to provide a context for cyberbullying.

To better understand this important issue and provide meaningful advice for schools, government and families, Dr Gath has begun studying smartphone use within primary, intermediate, and secondary schools in New Zealand. She will compare the prevalence of smartphones at school and the presence and

enforcement of regulations around smartphone use against student outcomes including well-being, mental health, social relationships, and cyberbullying victimisation.

The results will provide insights on the prevalence and age distribution of student smartphone use at school and the impacts of school regulations around student use. This new knowledge will be shared to guide development of educational policies around mobile phone use at school and contribute broader understanding of the impacts of screen media on child and youth mental health and well-being.

This study is supported by the CWRI Small Grants Fund. See page 28 for more Small Grant studies.



Kaiako (ECE infant teacher) members of the Infant Network with researchers Dr Andi Delaune (far left) and Prof E. Jayne White (fourth from right).

Opening the door Instagram – design by Jane Blatchford in collaboration with the team



SHARING KNOWLEDGE

Opening the Door on Infant Transitions to Early Childhood Education

Infants under one are the fastest growing demographic in New Zealand entering Early Childhood Education (ECE) today. “Yet very little is known about what this first transition from home ‘looks like’ and, importantly what it should look like,” says Professor Jayne White from the Child Well-being Research Institute at University of Canterbury.

A lack of easily accessible information, coupled with inequitable access issues, means successful early transitions of infants to ECE can be a bit of a lottery for whānau. “These earliest experiences significantly impact infant well-being, especially when it comes to their mental and emotional development,” says Jayne. “Our international longitudinal research has shown it’s not just infants who are affected by these transition experiences either, it’s parents too,” [see www.earlytransitions.com].

Jayne says to ensure the most positive transition experience possible, parents need to ask the right questions. “But how do you know what to ask when information is behind closed doors?” As Jayne explains, “As parental leave comes to an end, transition to ECE becomes a big mystery to be solved by whānau, bringing with it the need for clear direction and support.”

“We wanted to support new parents by opening the door to ECE for infants and whānau as they prepare for their first transition.” The researchers’ approach has been to develop

a set of resources in the form of fun, engaging infographics and short videos that can guide parents through decision-making processes and practices that are known to work well.

Working with a group of ECE teachers (kaiako) who are part of the Infant and Toddler Network at University of Canterbury, Jayne and colleague Dr Andi Delaune, distilled this information down to a set of key questions parents can ask of themselves and the kaiako who will be greeting them ‘at the door’. The project is designed to activate parent choice by encouraging whānau to ask:

- 1 What should I look for in choosing an ECE setting for my infant?
- 2 How independent does my infant need to be?
- 3 How much will this cost, and what funding am I entitled to?
- 4 Who will be looking after my infant – this relates to understanding the importance of ratios and group sizes.
- 5 How will my infant’s (and my) sense of well-being and belonging be supported.

While the team is proposing traditional marketing in the form of bookmarks and brochures, they are also taking a deep dive into social media. “We need to make this information accessible in spaces where our target demographic – Gen Z parents – can find it,” says Jayne. “Parents tell us that’s Instagram, so that’s where we are starting, with links to other places that make sense to them at the time they need it.”

Once the campaign goes live, the team will be at the ready to respond to further comments and questions with short videos, infographics and links to related spaces in order to give greater peace of mind to parents looking for a positive transition to ECE for their infants. A launch is planned for early this year.

“We need to understand the culture and viewpoint of Pasifika learners to improve their outcomes.”

DR TUFULASI TALENI



SHARING KNOWLEDGE

Strong Pasifika Leadership

Six decades ago, after World War 2, many Pacific families migrated to Aotearoa and left behind their aiga (families), fanua (lands), nu'u (villages) and traditions. They made this sacrifice for following generations to gain a New Zealand education, good employment prospects, and bright futures.

In 1985, Tufulasi Taleni left his small rural Samoan village with aspirations of his own. He would train as a primary school teacher, make a success of his life, then share his good fortune with family in Samoa and his community in Aotearoa.

While Taleni's aspirations were realised, for so many others, who also worked hard, the bright future did not eventuate. Instead, persistent educational underachievement resulted in poverty, low-paid jobs, high unemployment, poor health and housing, and a high incidence of youth suicide among generations of Pasifika peoples.

Taleni's journey took him from the classrooms of Southland and Christchurch to leadership roles with the Ministry of Education and the University of Canterbury, where he helped educators, and the University, better understand Pasifika students and, as a result, help address entrenched inequities. This included establishment of a professional development initiative giving teachers, principals, specialized teachers, school advisors, initial teacher education (ITE) students and staff the chance to experience authentic cultural experiences such as family traditions, church, cultural ceremonies and

celebrations, stories and narratives. Taleni's experiences, and examination of available research, convinced him that for Pasifika students to be successful they need to 'see themselves' in their educational environment and curriculum. And for this to occur, leadership within schools and communities is key.

“We need to understand the culture and viewpoint of Pasifika learners to improve their outcomes. A considerable body of research shows effective leadership is the catalyst for schools to make changes that foster student achievement. For Pacific students, the research stresses schools need to make them and their educational success a priority, with acknowledgement and valuing of Pacific cultural identities and connection with families and communities crucial.”

“An anticipated marked increase in the population of Pacific children and young people over coming years makes it imperative our education system helps these young people achieve the qualifications they need to help them contribute positively to New Zealand's society and the economy.”

To this end, Taleni focused his recently achieved PhD on

identifying specific leadership characteristics that bring about positive change for Pasifika learners. His thesis also contains strategies principals can use to inspire teachers to improve students' learning in inclusive and responsive ways.

His work – which he hopes will become a key part of educators' professional development and policy development – identifies eight key leadership qualities for school leaders to adopt. He identified the leadership qualities after interviewing members of key educational leaderships groups – principals; Pasifika community leaders; and indigenous Samoan Matai (chiefs).

As an example: one of the key leadership qualities or values identified is 'Service' or Tautua. Taleni says the concept of Tautua is a central aspect of Pasifika culture.

“Educational leaders with the leadership characteristics and capacities identified in my research are critically needed both within and outside schools to help lead the attitudinal, policy-based, pedagogical, and discourse changes required to transform the predicament that is underachievement for Pacific students to a situation of achievement.”

Mokopuna Ora

“In a world not so different from my own, there exists a special backpack...Made from the most beautiful cotton, interwoven with rainbow sparkly threads, it has the magical ability to hold anything that could bring me happiness and good health.”

In her entry into the inaugural Mokopuna Ora literacy competition, nine-year-old Cantabrian Annabelle Hadfield-Madl detailed items she would put in her backpack to bring joy and ensure her well-being. Her items of choice included a 'Cube of World Peace' that “would send leaders of New Zealand and other countries throughout the world an infinite supply of positive energy and focus to help them make good decisions so that one day, we may all be able to reach the goal of world peace, 'A Kindness Token' because “when we help each other through understanding and kindness we make the world a better place”, a 'Hugging Scarf' that delivers the warm embrace of her Mum, and her beloved Tigey – a soft childhood toy who evokes “happy moments when I feel down”.

Annabelle's entry won first place

in the competition's eight to 10-year-old section, and is an example of the literacy ability and beautiful imaginations of the more than 300 entrants.

The CWRI established the Mokopuna Ora competition to champion literacy and explore what well-being means to tamariki and rangatahi in order to make a positive difference for them.

The winner of the 15 to 18-year-old section, from Hamilton, Mannat Kaur, chose to focus her entry on nomophobia – or the fear of being detached from one's mobile phone.

“The captivating, yet concerning world of mobile phone addiction that has woven its way into the minds of our generation is a vicious poison ... The allure of these small devices has changed them from just tools that we use to communicate with each other -

into addictions that we cannot live a minute of our lives without,” she says in her entry in the TED Talk format.

“When individuals are anxious over not having their phones, it causes stress and heightens anxiety, thereby impacting an individual's overall mental well-being. The urge to stay connected in the digital world can foster feelings of isolation in the real world, despite the virtual connectivity. Looking at the perfect lives that people show online can make them feel bad about themselves and think they're not good enough.”

Mannat suggests regaining control over digital addiction through a 'phone fast'. She says while going 'cold turkey on your phone and detoxing from its constant availability' will be uncomfortable, it will pay dividends for well-being.



CELEBRATING CHILDREN & YOUNG PEOPLE

MOKOPUNA ORA (CONT.)

At the other end of the age spectrum, six-year-old Wellingtonian Audrey Harrison Jones entered a delightful comic book about Super Pig – a hero whose super power is improving people's happiness and well-being. She was awarded third place in the five to seven years age category. Audrey's mother Erika Harrison says winning a prize in the competition was amazing. But equally important was the passion for literacy it sparked in her child.

"The competition has inspired Audrey to write more Super Pig comics and the family all eagerly await the next instalment. Her literacy was pretty good but this has started an exciting new phase in her journey," Harrison says.

CWRI Co-Director Sacha McMeeking says through the competition, more than 300 mokopuna shared what is most

important about their well-being with common themes emerging around healthy food, safe and loving whānau, friendship, connection to community, looking after the planet and a strong call to action to improve and prioritise mental health services. Entries took the form of poems, songs, drawings, essays, and more.

Co-founder of the CWRI and its Better Start Literacy Approach Professor Gail Gillon says the competition aimed to connect CWRI to tamariki and rangatahi and provide an opportunity for them to share their views on well-being.

"Seeking the voices of our young people is crucial to understanding how to make a difference to their well-being"



Co-Directors Sacha McMeeking and Gail Gillon reviewing Mokopuna Ora competition entries.



IMAGE One of the entries in the 11-14 years age group in our inaugural Mokopuna Ora Well-being competition.



COLLABORATING FOR IMPACT

Digital Supports for Autistic Tamariki and Their Caregivers

One in every 50 New Zealand children are autistic, according to a Ministry of Health report from 2021/22.

Over the past decade or so there has been a significant rise in awareness and understanding of autism – and subsequently an increasing need for support services.

To meet this need, and support whānau before and after diagnosis, Professor Laurie McLay and her team of researchers have developed a suite of telehealth tools for Autistic children and their caregivers. All tools have been developed in partnership with the Autistic community. They consist of web-based content plus online individual or group coaching sessions.

The team are now testing the relevance and effectiveness of these tools with those they were designed to help.

McLay says there is a long wait for diagnosis and supports resulting from numerous barriers

to access, including a shortage of skilled professionals.

“The telehealth services we developed could provide a free and accessible range of supports for those waiting for a diagnosis, for example, who need help but are not yet linked to specialist services.”

The telehealth-delivered supports currently focus on health-promoting behaviours such as sleep, feeding and toileting in Autistic children. The two recently developed programmes, ‘Play to Learn’ and ‘ACTion in Caregiving’ also focus on children’s learning, and parent mental health, respectively.

Professor McLay says the ultimate aim of the telehealth supports is to hand the tools to current service providers, and in doing so, to make them freely accessible for all.

“We don’t want these tools to be kept in-house, they should be available in the community to complement the services already available to Autistic tamariki and their whānau.

“Families throughout New Zealand can benefit from telehealth, including those in remote areas. It can also be accessed any time of night or day.”

To this end she is talking with community providers and evaluating the success and relevance of the tools.

“We’re asking: Are they of benefit? Are they acceptable, relevant and useful for those they were designed to support?”

McLay says early indications are the tools are both beneficial and acceptable. The next step is to trial them with a larger group and get more feedback from the Autistic community.

CWRI Collaborates to Raise Health, Well-being and Educational Achievement of Children

“To make the biggest difference, you bring people with complementary but different skills, expertise, and world views together. By doing this, Research for Children Aotearoa is being strategic about the work that needs to be done for the next generation.”

Peter Townsend is the independent chair of Te Papa Hauora Christchurch Health Precinct, which hosts the Research for Children Aotearoa (RfCA) collaborative research group.

Launched in September 2022, RfCA brings together established research institutes, organisations, people, and communities to advance equitable, innovative, world-leading research for children. It includes researchers across health and education, including the Universities of Canterbury and Otago, and the Pasifika Medical Association, and Ngāi Tūāhuriri. The CWRI is a key founding member and Director Professor Gail Gillon is co-leader of the collaboration.

Townsend says: “RfCA spans children’s health, well-being and educational achievement. Educational experts, speech-language therapists and psychologists, for example, will work on projects with child clinical specialists. The involvement of Ngāi Tūāhuriri and The Pacific Medical Association ensures the group’s mahi helps improve equity and meets the needs of our diverse community.”

In just a year, the collaborative has advanced research into diabetes, rheumatic fever, and the impacts of vaping on young people. CWRI experts have played a central role in sharing their knowledge with whānau and community groups on subjects such as the latest

research and practical advice on sleep, plus research on how rangatahi feel about climate change and practical ways they can ease anxiety related to this global reality.

Townsend says: “RfCA has the potential to help lift outcomes for children, young people, their wider families, by providing robust research and expertise to government agencies and others who are intrinsically involved in helping realise the potential of the future of Aotearoa.”



“RfCA has the potential to help lift outcomes for children, young people, their wider families, by providing robust research and expertise to government agencies and others who are intrinsically involved in helping realise the potential of the future of Aotearoa.”

PETER TOWNSEND

Pasifika Protective Factors in Family Violence

“O fanau a manu e fafaga i fuga o laau, a o tama a tagata e fafaga i upu. The young of birds are fed with the blossoms of trees whereas the young of humans are fed with words.”

This Samoan proverb about family suggests the teaching of children with warm words to encourage the development of wisdom and strength.

It appears in the acknowledgements of a new government-commissioned report by Associate Professors Yvonne Crichton-Hill of The University of Canterbury and Julia Ione of Massey University.

Crichton-Hill says the proverb was perfect for inclusion in the *‘Pasifika Protective Factors for Family Violence in Aotearoa New Zealand’* report.

“The quote speaks to the desire for the protection of Pasifika children, who are the future. The report shares an understanding of factors involved in family violence in Pacific families and outlines a range of factors that can protect families as well as ways to make a difference.”

The research drew on a ‘Talanoa’ approach of open dialogue and reciprocal conversations with community and faith leaders, practitioners, researchers, and academics from Samoa, Tonga, Kiribati, the Cook Islands, Fiji, Niue, Palau, Tahiti, as well as other Pacific nations.

Crichton-Hill says the concept of developing resilience to family violence and its intergenerational impacts often focuses on individual or family factors but in Pacific cultures there are a lot of social and cultural factors that impact on whether it occurs or not.

The report identified a range of protective factors against family violence. The key factors were employment, having a clear Pasifika identity, and having knowledge about the dynamics of family violence.

To this end, researchers recommended ways to embed and enhance these protective factors, specifically:

Education to grow financial literacy, workforce development, and build knowledge of family violence.

Skills development, such as strategies for managing emotions and improving communication, which could potentially be taught in schools as well as church and community settings.

Family and church support are central to protecting Pasifika families and should be recognised and harnessed in any initiatives, including the training of Pasifika leaders to be involved in support and education.

Formal supports such as crisis intervention are important but more were needed for Pasifika families and they need to be culturally-relevant.

Cultural processes such as Talanoa are important and could be held at church or community groups.

Knowledge/resourcing of family violence initiatives and culturally-relevant information is important for both families and professionals working to support them.

Crichton-Hill says she and her colleagues are proud to have worked on a project that is part of, and can guide, ongoing government and sector efforts to help prevent family violence, provide support when it occurs, and assist healing for affected families.



Learning to Grow Food

Teaching young children to grow their own food in school and community gardens could be a solution to food insecurity in the future.

A new project, supported by the CWRI Small Grants fund, is working towards that possibility by arming teachers with the skills and knowledge they need to educate students about gardening and food production.

Lead researcher Associate Professor Sara Tolbert is working with a group of around 45 pre-service, early childhood and primary teachers in their final year of teacher education. They are learning to be key influencers in teaching children to be enthusiastic about gardening and food production at the University of Canterbury Waitutu Community Garden. A small group of children from Merrin Primary School are part of the project.

Tolbert says many school gardens remain unused unless there is a particularly enthusiastic champion of the garden at any particular school. "So when there isn't that person at the school or centre, then

often the garden sits idle," she says. "It's unrealistic to think that the answer to the problem is that we all just grow gardens, when not everyone has access to that kind of land, a lot of people are living in situations where they don't have enough space to grow enough food for their family."

She wants the children to grow up seeing themselves as capable of growing food.

The pre-service teachers learn about social justice and sustainability in this course, from which face to face and online curriculum modules will be created. In this way the initiative influences the adults of the future, and as it will be added to the teacher training curriculum, provides future teachers ongoing skills and support.

"There's a shorter food supply chain growing vegetables, so the greater percentage of their diet will be plant-based versus processed

foods and this lowers greenhouse gas emissions overall," says Tolbert.

"They're learning about planting seeds, composting, how to grow mushrooms, for example. They're learning how to grow box gardens, and have even made their own salads so they are reaping the benefits from the project already."

Additionally, the study will help to re-establish mātauranga Māori related to food cultivation in educational settings across Aotearoa by working with the land, growing and cultivating food, sharing food and caring for the land.

"These things are a key aspect of the curriculum, in both early childhood and primary settings, and are a really important step in repairing some of the harm done from colonisation. We aim to re-establish the transmission of knowledge, including planting by the lunar calendar."



"These things are a key aspect of the curriculum, in both early childhood and primary settings, and are a really important step in, repairing some of the harm done from colonisation. We aim to re-establish the transmission of knowledge, including planting by the lunar calendar."

ASSOCIATE PROFESSOR SARA TOLBERT

Small Grants

DESCRIBING THE LITERACY SKILLS OF TAMARIKI MĀORI IN AOTEAROA

Project co-leaders: Dr Amy Scott and Jen Smith (Ngāti Whātua)

Little attention has been given to assessing foundational literacy skills in te reo Māori and for Māori children. With an alignment to the Better Start Literacy Approach, researchers developed a suite of early literacy and language assessments in te reo Māori and bilingual te reo Māori and English. This suite will be trialled in schools throughout Aotearoa to gather kaiako feedback on the tasks and data to better understand the early literacy and language skills of 5-7-year-old ākonga in Māori language learning classrooms. Understanding their needs will allow researchers to design teaching resources and interventions and, ultimately, advance literacy success for ākonga learning to read in te reo Māori.

THE IMPACT OF BSLA TEACHING ON RETENTION OF CHILDREN'S EARLY LITERACY SKILLS OVER THE SUMMER HOLIDAYS

Project leader: Dr Andy Vosslamber

Globally, research shows a loss in primary school children's reading skills over the Summer holidays, particularly for those from lower socio-economic backgrounds. The Better Start Literacy Approach is a 'structured literacy approach' developed by the CWRI and now used in almost half of New Zealand schools from new entrant to year 2 classes. This project examines whether new entrant children taught using the BSLA approach sustain literacy skills over the Summer break compared to children taught using other literacy approaches. It will help schools and policy makers find research-validated ways to close this gap, particularly for learners with most need.

MORPHOLOGICAL AWARENESS IN CHILDREN WHO USE HEARING AIDS

Project leader: Dr Jayne Newbury

Morphology is the way words take different forms (for example, I play, we played). Morphological awareness is a key part of reading comprehension success and overseas studies show children with hearing aids have more spoken morphological errors and often do not meet their academic potential. This study will explore differences in language use and awareness of morphology in New Zealand children with hearing aids and its role in their academic success. It will determine the relevance of overseas research and the relationships between morphological awareness and everyday communication. The study will inform better interventions to support children with hearing aids in their language strengths and support them to succeed.

TEACHING DISPOSITIONS IN SUPPORT OF CHILDREN'S WELL-BEING: A LANDSCAPE ANALYSIS OF INITIAL TEACHER EDUCATION PROGRAMMES IN AOTEAROA NEW ZEALAND

Project leader: Professor Mistilina Sato

Teaching dispositions are the values, actions, attitudes, and beliefs of educators as they interact with students, families, community members, and professional colleagues. Evidence suggests teaching dispositions are an important aspect of initial teacher education (ITE). They have been linked to student achievement on standardized assessments, teacher retention, and learning success, particularly for students who are English language learners and from minoritised backgrounds. This project examines Aotearoa's teaching disposition policy landscape and how current ITE providers define, assess, and develop dispositions within their programmes. It follows up recommendations from a literature review commissioned by the Teaching Council of Aotearoa New Zealand (TCANZ).



GROWING RESEARCHERS

SMALL GRANTS (CONT.)



COLLISIONS IN JUNIOR RUGBY

Project leaders: Professor Nick Draper, Dr Natalia Kabaliuk, Professor Mike Hamlin

In New Zealand over three quarters of active rugby players are juniors. Very little data exists for teenage rugby players, globally, on the risk of concussion and significant associated health issues. The research team are using instrumented mouthguards (iMG) to accurately assess the number and size of collisions in rugby and assess the potential of World Rugby approved headgear to reduce collision forces. In this project, researchers will collect iMG data from an under 16 representative team over a season of rugby to complement the 1st XV and U16 club rugby already collected data from more than 100 players.

MANA WHENUA – MĀTAIAO

Project leaders: Dr Kay-Lee Jones, Kari Moana Te Rongopatahi

The Mana Whenua course for pre-service teachers is a part of the Bachelor of Teaching and Learning Mātauranga Māori programme in conjunction with Mātaiao.

It provides research and learning resources on Māori knowledge and practices relating to the interconnectedness of all living things (te aotūroa); literacy resources related to te taiao; and the revitalization of Māori knowledge and practices in the region of Te Waipounamu, linked to Kāi Tahu stories and histories. This grant supports the ongoing mahi to improve equity for Māori learners by supporting kaupapa Māori educational research and building kaupapa Māori research capability in support of advancing Mātauranga Māori-based education.

KI TE HOE: HE AROTAKE HE WĀHEKE: EVALUATION AND FUTURE HAPPENINGS

Project leader: Dr Ngaroma Williams: Te Kaupeka Ako

It is important for Māori tamaiti to learn as being Māori. This project supports a programme for kaiako to meet their professional responsibilities of affirming Māori learners as tangata whenua and supporting their educational aspirations. This project will evaluate the impacts of a free and easily accessible suite of te reo Māori, tikanga Māori, Te Tiriti o Waitangi and Iwi o Niu Tīreni resources on ākonga, Kaiako and the early childhood education sector, then enhancement of the resources for the primary sector to support tamariki transition from early childhood to the primary classroom.

PAEDIATRIC DYSPHAGIA

Project leaders: Phoebe Macrae (Ngāti Raukawa) and Katrina McGarr (Ngāi Tahu)

Healthy feeding is essential to children's well-being as it facilitates nutrition, growth and development. Paediatric dysphagia or swallowing impairment in children is a common complication of many disabilities, including neurological, cardiac, respiratory, and metabolic conditions. It is associated with decreased quality of life. Tamariki Māori have a greater prevalence of disability than non-Māori and experience service inequities in healthcare. This study will facilitate progression of paediatric health services and policies that impact tamariki Māori by exploring the experiences of whānau Māori with paediatric dysphagia, as well as those of health workers in providing these services.

RAUTAKI RANGAHAU— TE KĀHUI MĀORI

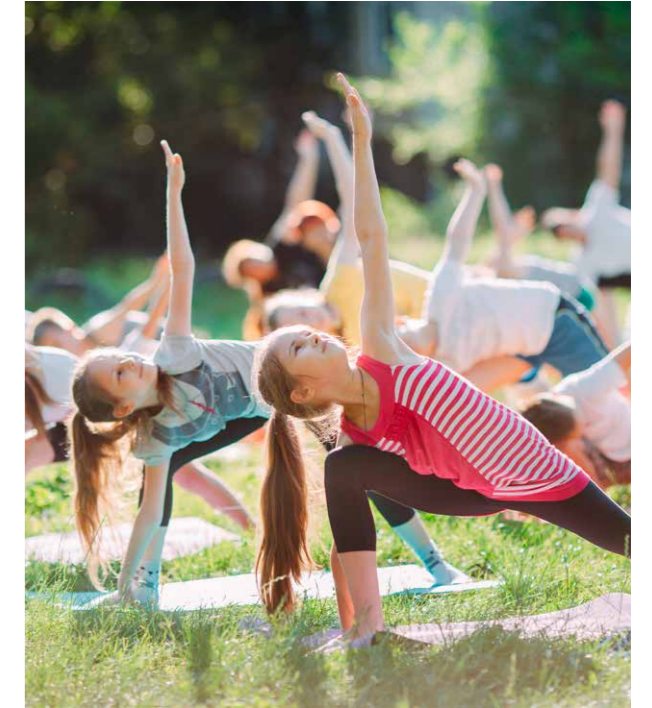
Project leader: Kay-Lee Jones (on behalf of Te Kāhui Māori Collaborative Research Activation)

Te Kāhui Māori Collaborative Research Activation is committed to unlocking the potential of tamariki and rangatahi Māori to enjoy limitless futures. Its approach covers two important components: transforming mainstream schooling and contributing to the regeneration of mana motuhake for Māori to lead their own educational pathways. Te Kāhui Māori have developed a draft research strategy to accelerate and amplify collaborative kaupapa Māori research. This grant enables further collaborative research projects with direct value for tamariki, such as supporting presentations at conferences. It will also make a meaningful contribution to growing aspiring Māori researchers and create opportunities for senior students to collaborate on kaupapa Māori research.

TRANSFORMATIVE CHANGE IN HEALTH AND PHYSICAL EDUCATION – HOW DO WE GET CHILDREN AND YOUTH TO MAKE EDUCATED DECISIONS ABOUT THEIR HEALTH?

Project leader: Dr Susannah Stevens

Many factors affect the uptake of physical activity across the life course, and there are wider social-determinants of health influencing how we view physical activity as we age. What happens during the formative years at school is vital for children's understanding of the value and importance of movement for health. This project seeks to understand what is happening in Health and Physical Education classes when it comes to non-communicable diseases (NCDs) such as heart disease, stroke, diabetes and the importance of physical activity. Do we teach these topics? Should we teach these topics? Moreover, what would effective teaching of these topics look like in the eyes of kaiako (teachers), and ākonga (learners)?



For People Who Kikikiki (Stutter) Communication Can Be Difficult

Associate Professor and lead researcher Dr Catherine Theys says it is exciting to be part of a study that could help the 80 million people who kikikiki and their whānau worldwide.

The treatment study focuses on crucial early intervention for stuttering and will be completed in about one year. Twenty children who stutter and twenty children who do not stutter between the ages of 4–7 will be part of the study.

This study is funded by the Canterbury Medical Research Foundation and the Child Well-Being Research Institute. PhD students Fathiya Al'Amri and Wallis Grout-Brown are part of the team of researchers working on this study together with Associate Professor Deryk Beal at the University of Toronto (Canada) and Associate Professor Tracy Melzer at the New Zealand Brain Research Institute.

The aim is to investigate how stuttering therapy changes brain structure and function in children who stutter. With their findings, the researchers aim to improve treatment, and have a positive impact on their lives of children who stutter and those of their families.

"We are using a treatment approach that focuses on balancing children's demands and capacities to ensure that they can optimally develop their capacity for fluent speech. We also normalise talking about stuttering – acknowledging that speech can sometimes be difficult."

"Before and after treatment, we assess the children's speech and language, to identify how treatment has an impact on all areas of communicative interaction, not only stuttering," says Dr Theys.


The researchers also take baseline brain scans before they begin the treatment and after completion of the eight-week treatment to see how the speech network in the brain has changed.

For the scans, the children go to the Radiology department at St George's Hospital. The research team spends time with children beforehand, preparing them through fun games to go in the MRI machine. This includes identifying blurry and clear pictures to understand why it is important to stay still when a photo of their brain is taken and testing out the 'helmet' they will wear in the scanner. When they complete all tasks successfully, children receive

a certificate and are allowed to go in an MRI scanner decorated as a submarine.

Theys says children who stutter can feel frustrated about their speech and often feel they cannot contribute properly to a conversation. They may be bullied by peers and often feel they cannot contribute to a conversation properly and feel isolated.

"Early intervention for stuttering is important," she says. "We really need to maximise that opportunity to try and help as many children recover before stuttering becomes something that negatively affects them. The right treatment approach can have a very positive effect on their communication and relationships."



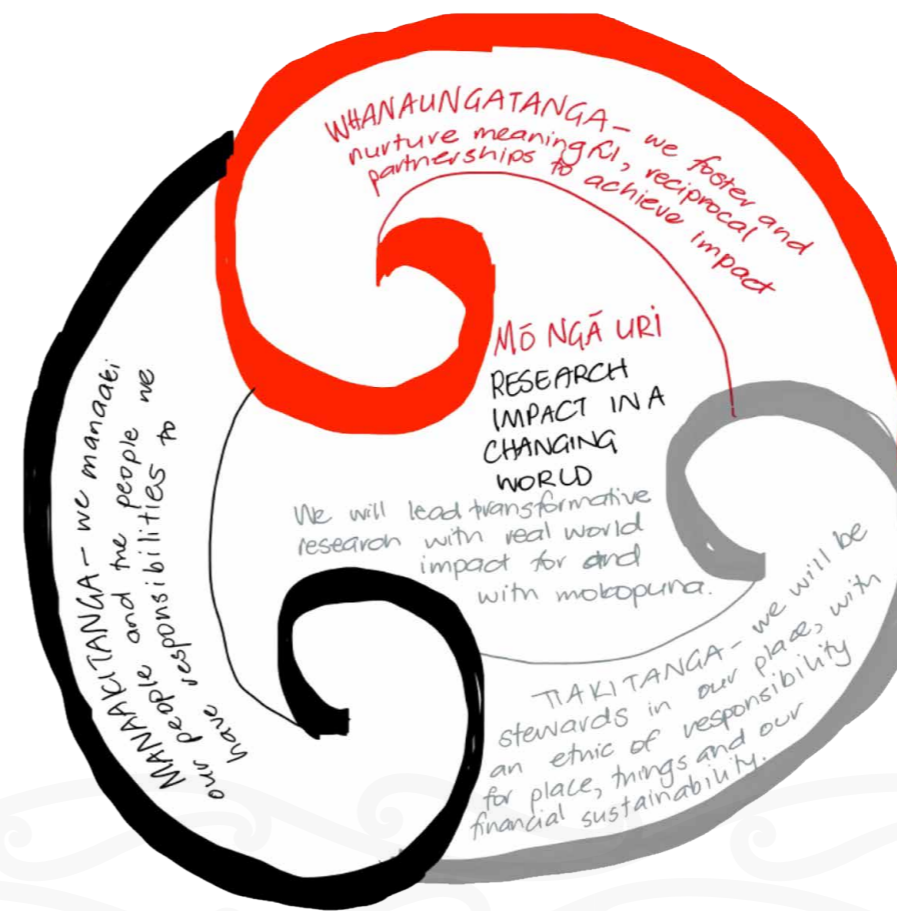
"Early intervention for stuttering is important. We really need to maximise that opportunity to try and help as many children recover before stuttering becomes something that negatively affects them."

DR CATHERINE THEYS



Lead transformative research with real world impact for and with mokopuna.

OUR STRATEGIC COMMITMENTS



CWRI is committed to being a research centre of excellence that materially advances UC's Tangata Tū, Tangata Ora strategy by:

Leading high impact inter-disciplinary research;

anchoring local, national and international research collaboration for impact; and

building our collective reputation for high-impact research.

We also contribute to UC's goals of:

Being strongly locally connected through our presence in the Health Precinct of Ōtautahi and locally embedded relationships;

Recognizing and serving Ngāi Tūāhuriri's aspirations, as mana whenua, as well as contributing to the goals of Te Rūnanga o Ngāi Tahu and a number of Papatipu Rūnanga;

Contributing to the aspirations of Pacific communities;

Promoting understanding of Aotearoa New Zealand's unique place in the world by leading culturally responsive, strengths based research and impact; and

Making a positive impact to hauora (well-being).

Our strategy is anchored in the UC values, with tangible commitments and practices to ensure that we embody the values that unite us as a community.

OUR TEAM

Directorate

Professor Gail Gillon (Ngāi Tahu) –
Founding Director

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

Associate Professor Sacha
McMeeking (Ngāi Tahu) –
Co-Director

Professor Laurie McLay –
Associate Director

Advisory Team

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

Professor Sarah Young
(Executive Dean Te Kaupeka
Pūtaiao | Faculty of Science)

Professor Joce Nuttall
(Executive Dean Te Kaupeka Ako |
Faculty of Education)

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

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

Dr Tūfulasi Taleni (Kaiārahi Pasifika)
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

CWRI Academics

Dr Susannah Stevens –
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

Dr Megan Gath –
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

Dr Amy Scott –
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

Jen Smith –
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

Dr Jude Bautista –
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

Dr Andy Vosslamber –
Lecturer (Te Kaupeka Ako |
Faculty of Education)

Rachel Maitland –
Senior Lecturer (Te Kaupeka Ako |
Faculty of Education)

Key Professional Staff

Sally Trethowan –
Institute Manager

Lisa Mills – Finance Manager

Jason Motha –
Senior Data Manager

Charlotte Endres –
Institute Administrator

Better Start Literacy Approach (BSLA) Educators

Amy Fleming

Catherine Fairhall

Dr Jo Walker

Marie Shipston

Nicole Plummer

Rebecca Macbeth

Kaiārahi

Mel Tainui (Kaiārahi Education)

Liz Brown (Ngāi Tahu)
(Assistant Vice Chancellor Māori
| Kaiārahi Māori – Education)

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

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).

RESEARCH THEME LEADERS

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

Professor Laurie McLay
(Associate Director, Te Kāhui
Pā Harakeke | Child Well-being
Research Institute)

Social and Emotional Well-being

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

Child Population Health

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

Pasifika Education and Well-being

Senior Lecturer Dr Tūfulasi 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 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 2023 INCLUDE:

The Child Well-being Institute hosted grants in 2023 with a total value of approximately \$26 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.

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)	18/10/2020	31/12/2025
Laurie McLay	Laura Ferguson Trust: Joyce Fisher Endowment	Evaluation of programmes at Early Steps (Autism NZ)	01/05/2022	28/02/2025
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	03/03/2022	30/09/2024
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	01/01/2022	31/12/2023
Laurie 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	04/10/2021	31/05/2024
Samantha Lee	CMRF General Project Grant	Neurodevelopmental Outcomes of Adolescents Born to Opioid-Dependent Mothers Treated with Methadone during Pregnancy	01/08/2021	31/07/2024
Philip Schluter	Health Research Council	Lighted Paths: Education and pathways to better health for Pacific families	01/08/2020	31/07/2023
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	01/01/2022	30/06/2023

LEAD PIS	FUNDER	RESEARCH PROJECT NAME	START	END
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	01/02/2020	02/02/2024
Laura-Lee McLay	Lottery Grants Board – Health Translational Research Projects	Telehealth delivered interventions for health-promoting behaviours for children with autism	01/03/2021	31/05/2023
Rachel Maitland	MBIE National Science Challenge – A Better Start	NSC A Better Start: Interpreting Big Data Māori Whānau case studies	01/07/2022	30/06/2023
Gail Gillon	Ministry of Education	Trialling literacy & communication support packages for Year 2-8 learners in 2022	16/05/2022	28/02/2023
Lianne Woodward	National Institute of Health Research Project Grant	VAR: Targeting human milk fortification to improve preterm infant growth and brain development	01/08/2021	31/07/2024
Nick Draper	Maurice and Phyllis Paykel Trust	Collisions in junior rugby: incidence, magnitude and possible mitigation	01/01/2023	31/12/2023
Laura-Lee McLay	Purdue University	Optimizing a Personalized Health Approach for Virutally Treating High-Risk Caregivers During COVID-19 and Beyond	23/09/2022	30/06/2024
Gail Gillon	MBIE National Science Challenge – A Better Start	Simulating the Impact of Better Start Interventions	01/03/2023	31/12/2023
Susannah Stevens	University of Auckland – TEC CoRE Healthy Hearts for Aotearoa New Zealand	Outreach and Education (OnE Team member)	01/07/2021	31/12/2024
Susannah Stevens	University of Auckland – TEC CoRE Healthy Hearts for Aotearoa New Zealand	Which pulse matters? Learning from environments to enact equitable, intergenerational heart health	01/09/2023	31/08/2024
Brigid McNeill	University of Auckland	Whiriwhiria, kia ora ai te tamaiti: Building health, well-being and learning success for tamariki and rangatahi through mātauranga Māori and systems science approaches	01/09/2022	30/06/2024
Brigid McNeill	MBIE National Science Challenge – A Better Start	NSC A Better Start: Theme Leader (Successful Learning)	01/10/2019	30/06/2024
Gail Gillon	MBIE National Science Challenge – A Better Start	NSC A Better Start: Deputy Director	01/07/2019	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	01/01/2022	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

FOR MORE INFORMATION,
CONTACT:

childwellbeing@canterbury.ac.nz

Te Kāhui Pā Harakeke |
Child Well-being Research Institute

Te Whare Wānanga o Waitaha |
University of Canterbury

Private Bag 4800
Christchurch 8140
New Zealand

[https://www.canterbury.ac.nz/
childwellbeing/](https://www.canterbury.ac.nz/childwellbeing/)

 @UCCWRI

 @UCChildwellbeing

