

Ngā Toronga | Bibliography

- Adams J, Duncanson M, Oben G, McAnally H, van Asten H, Wicken A, Zhang X, & Tustin K. (2022). Indicators of child and youth health status in Aotearoa 2021. Dunedin: New Zealand Child and Youth Epidemiology Service, University of Otago. <https://www.otago.ac.nz/nzcyes>
- Allee, K., & Taylor, D., & Roberts, S. (2019). Putting Play in Its Place: Presenting a Continuum to Decrease Mental Health Referrals and Increase Purposeful Play in Classrooms. *International Journal of Play*, 10.1080/21594937.2019.1643993.
- American Academy of Pediatrics (n.d.) Middle Childhood Development Guide. Bright Futures. <https://www.brightfutures.org/bf2/pdf/pdf/MC.pdf>
- Annan, J. (2022). *7 Dimensions: Children's Emotional Well-being*. Mary Egan Publishing.
- Antony, E. M. (2022). Framing Childhood Resilience Through Bronfenbrenner's Ecological Systems Theory: A Discussion Paper. *Cambridge Educational Research e-Journal*, 9, 244-257. <https://doi.org/10.17863/CAM.90564>
- Arnett, J., Maynard, A., Brownlow, C., Chapin, L., & Machin, T. (2020). Child development: a cultural approach. Pearson Australia.
- Arnst, O. (2019). Spirituality in the Context of the Aotearoa New Zealand Primary School Classroom. University of Otago. <https://ourarchive.otago.ac.nz/esploro/outputs/doctoral/Spirituality-in-the-Context-of-the/9926480102701891>
- Australia and New Zealand Child Myopia Working Group. (2022). The Australia and New Zealand Child Myopia Report – A Focus on Future Management. https://www.childmyopia.com/wp-content/uploads/COO0678-Myopia-Report_FA-WEB-SINGLES.pdf
- Barbalich, I & Ball, J. (2023) The activity gap in Aotearoa New Zealand: what it is, why it matters and what we can do about it., *Kōtuitui: New Zealand Journal of Social Sciences Online*, 18:3, 327-336, DOI: 10.1080/1177083X.2022.2145228
- Ball, C. (2022). Yes, Kids Experience the First Surge in Hormones Before Puberty. Parents. <https://www.parents.com/kids/development/adrenarhe-and-puberty-everything-you-need-to-know/>
- Ballagh, R. (2023). Let's Go, Flo!. Allen & Unwin. Auckland.
- Best Start Expert Panel on Early Learning. (2007). *Early Learning for Every Child Today A framework for Ontario early childhood settings*. Early Learning for Every Child Today. [A framework for Ontario early childhood settings. \(betterbeginningssudbury.ca\)](https://www.betterbeginningssudbury.ca)
- Boyd, S. (2011). Wellbeing@School: Building a safe and caring school climate that deters bullying – Overview Paper. New Zealand Council for Educational Research. <https://www.nzcer.org.nz/system/files/building-safe-caring-school-climate-deters-bullying.pdf>
- Bulgarelli, D., & Molina, P. (2016). Social Cognition in Preschoolers: Effects of Early Experience and Individual Differences. *Frontiers in psychology*, 7, 1762. <https://doi.org/10.3389/fpsyg.2016.011762>
- Cameron, N., Pihama, L., Leatherby, R., & Cameron, A. He Mokopuna He Tupuna: Investigating Māori Views of Childrearing Amongst Iwi in Taranaki. A Report by Tu Tama Wahine o Taranaki Inc to the Lottery Community Sector Research Fund. December 2013. p.4. <http://www.communityresearch.org.nz/wp-content/uploads/formidable/Final-Research-Report-He-Mokopuna-He-Tupuna-Investigating-Traditional-Maori-Views-of-Childrearing-Amongst-Iwi-Within-Taranaki.pdf>
- Carr, A. (2011). *Social and emotional development in middle childhood*. In: D. Skuse, H. Bruce, L. Dowdney & D. Mrazek (Eds). *Child Psychology and Psychiatry. Frameworks for Practice* (Second Edition, pp. 56-61). London: Routledge.
- Casinder, J. (2023, August 7). How many kids are being killed? Oranga Tamariki can't say. <https://www.stuff.co.nz/national/300958410/how-many-kids-are-being-killed-oranga-tamariki-cant-say>
- Centre for Disease Control and Prevention. (2021). CDC's Developmental Milestones. Retrieved from Virtual Lab School. Milestones of social emotional development. <https://www.virtualabsschool.org/management/social-and-emotional-development/lesson-2/act/18726>
- Centre for Disease Control and Prevention. (2021, February 22). Middle Childhood (6-8 years of age). <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>
- Centre for Disease Control and Prevention. (2021, September 23). Middle Childhood (9-11 years of age). <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle2.html>
- Cherland E. (2004). The Development of Emotional Competence. *The Canadian child and adolescent psychiatry review*, 13(4), 121.
- Children's Hospital of Orange County (CHOC). (2024). Growth & Development: 6 to 12 Years (School Age). <https://www.choc.org/primary-care/ages-stages/6-to-12-years/>
- Collaborative for Academic, Social, and Emotional Learning (CASEL). (2023). *Fundamentals of SEL*. <https://casel.org/fundamentals-of-sel/>
- Collins, S. (2019, Oct 31). Mandatory anti-bullying call to break NZ's horrific record in schools. *New Zealand Herald*. <https://www.nzherald.co.nz/nz/mandatory-anti-bullying-call-to-break-nzs-horrific-record-in-schools/MV4ELNMFNADYRZ5CCCVQKNVCDU/>
- Cooke, M. (2021, Dec 13). 'Terrible gaps' in mental health system for youth and children. *Radio New Zealand*. <https://www.rnz.co.nz/news/national/457773/terrible-gaps-in-mental-health-system-for-youth-and-children>
- Côté, S., & Malisia, A.R. (2021) 5–6 years old: Fine-motor-skill-development. *Naître et Grandir*. <https://naîtreetgrandir.com/en/step/5-8-years/development/5-6-years/child-fine-motor-skill-development-5-6-years/>
- Côté, S., & Malisia, A.R. (2021) 6–7 years old: Fine motor skill development. *Naître et Grandir*. <https://naîtreetgrandir.com/en/step/5-8-years/development/6-7-years/child-fine-motor-skill-development-6-7-years/>
- Côté, S., & Malisia, A.R. (2021) 7–8 years old: Fine motor skill development. *Naître et Grandir*. <https://naîtreetgrandir.com/en/step/5-8-years/development/7-8-years/child-fine-motor-skill-development-7-8-years/>
- Cribb, J. (2009). Focus on families: New Zealand families of yesterday, today and tomorrow. *Social Policy Journal of New Zealand* (Issue 35) <https://www.msdsoc.org.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj35/focus-on-families.pdf>
- Cullen, J. & Marsh, S. (2023, July 4). The red flags around children's screen time shouldn't be just about content. *The Post – Te Upoko o Te Ika*. <https://www.thepost.co.nz/nz-news/350027546/red-flags-around-childrens-screen-time-shouldnt-be-just-about-content>
- Cunningham, C., Stevenson, B., Tassell, N. (2005). Analysis of the characteristics of whānau in Aotearoa. Research Centre for Māori Health & Development, School of Māori Studies. *Microsoft Word - Characteristics of Whānau 31 May 2005 FINAL.doc* (educationcounts.govt.nz)
- Cure Kids, New Zealand Child & Youth Epidemiology Service, Paediatric Society of New Zealand, Royal Australasian College of Physicians. State of child health in Aotearoa New Zealand 2022. Auckland: Cure Kids; May 2023. Available from www.curekids.org.nz/
- Deane, L., Urbanová, M., & Akaoula, J. (2023). Making sense of being in care, adopted, or whāngai – Literature review. Wellington, New Zealand: Oranga Tamariki—Ministry for Children. <https://www.orangatamariki.govt.nz/assets/Uploads/About-us/Research/Latest-research/Making-sense-of-being-in-care/Making-sense-Literature-review.pdf>
- Del Giudice, M. (2018). Middle Childhood: An evolutionary-developmental synthesis. In Halfon, N., Forrest, C.B., Lerner, R.M., & Faustman, E.M. (eds). *Handbook of Life Course Health Development*. 2018. <https://link.springer.com/book/10.1007/978-3-319-47143-3>
- Denston, A., Martin, R., Fickel, L.H. et al. Strengthening Socio-Emotional Learning in Aotearoa New Zealand: Teacher and Whānau Understandings of Wellbeing. *NZ J Educ Stud* 57, 385–406 (2022). <https://doi.org/10.1007/s40841-022-00261-4>
- Department of Internal Affairs. (2022). Report: Strengthening our approach to volunteering. <https://www.communitymatters.govt.nz/assets/Volunteering-report-June-2022/Full-Report-Strengthening-our-approach-to-Volunteering-2022-05-23.pdf>
- Diaz, A., Blankenship, T.L., & Bell, M.A. (2018). Episodic memory in middle childhood: Age, brain electrical activity, and self-reported attention. *Cognitive Development*. 47(July-Sept), 63-70.
- Dickinson, M. (2019, August 3). Nanogiri Michelle Dickinson: Prevent bullying - create supportive school clubs. *New Zealand Herald*. https://www.nzherald.co.nz/nz/nanogiri-michelle-dickinson-prevent-bullying-create-supportive-school-clubs/ZP2I2EPD7RXNCB6WW5YG5LWCPI/?c-id=1&objectid=12254890&ref=art_readmore
- Duncanson M, Roy M, van Asten H, Oben G, Wicken A, Tustin K, McAnally H and Adams J. (2022) *Child Poverty Monitor 2022 Technical Report*. Dunedin. NZ Child and Youth Epidemiology Service, University of Otago. <https://www.childpoverty.org.nz/>
- Education Gazette editors (2022). Learning about their rights empowers ākonga. *Education Gazette*. 101(2). [Learning about their rights empowers ākonga – Education Gazette](https://www.education.govt.nz/learning/about-their-rights-empowers-akonga-Education-Gazette)
- Education Review Office. 2022. Missing Out: Why Aren't Our Children Going to School? <https://ero.govt.nz/sites/default/files/2022-11/Missing%20Out%20-%20Why%20Aren%27t%20Our%20Te%20Children%20Going%20to%20School.pdf>
- Education Review Office. (2019). *Bullying prevention and response in New Zealand Schools*. <https://ero.govt.nz/sites/default/files/2021-05/Bullying-Prevention-and-Response-in-New-Zealand-Schools-May-2019.pdf>
- Essential Resources Educational Publishers. (2023). How do children develop through the different stages of play? <https://www.essentialresources.co.nz/2023/06/different-stages-play/>
- Evans, R J., Bird, A., Bullen, P., Fenaughty, J., Renker-Darby, A., Crosby, K., Grant, M., Miller, S., & Paine, S-J. (2023). Now we are twelve: Life in early adolescence. Relationships with parents, peers and special adults. (Snapshot 9). Growing Up in New Zealand. https://assets-global.website-files.com/63b7328effdf4238ae0d82b/64923fb7333d1ffffda8b193_NWA12_9_Relationships%20FINAL.pdf
- Families Commission. (2008). The Kiwi Nest: 60 years of change in New Zealand families. Families Commission. <https://thehub.swa.govt.nz/assets/documents/kiwi-nest.pdf>
- Fickel L, Denston A, Martin R, O'Toole V. (2023). Co-constructing a culturally and linguistically sustaining Te Tiriti-based Ako framework for socio-emotional wellbeing in education: A collaborative project among teachers, whānau, hapū and iwi to enable a holistic approach to education. Teaching and Learning Research Initiative. <http://www.tlri.org.nz/sites/default/files/projects/Co-constructing%20a%20culturally%20and%20linguistically%20sustaining%20C%20Te%20Tiriti-based%20Ako%20framework%20for%20socio-emotional%20wellbeing%20in%20education%20-%20Summary%20Report.pdf>
- Fletcher, B.D., Walker, C., Cha, J.E., Neumann, D., Paine S.J., Park A., Fenaughty, J., Bird, A.L., Waldie, K.E. (2023). Now We Are 12: Young people's experiences of depression and anxiety symptoms. Snapshot 7. Auckland: Growing Up in New Zealand. Available from: www.growingup.co.nz

Ngā Toronga | Bibliography

- Fraser-Thrill, R. (2022). Myelination and Tween Impulses. Verywell Family. <https://www.verywellfamily.com/myelination-process-3288324#:~:text=During%20the%20tween%20years%2C%20myelination%20reasoning%2C%20and%20decision%20making>
- Garcia, SE. & Tully, EC. Children's recognition of happy, sad, and angry facial expressions across emotive intensities. *Journal of Experimental Child Psychology*, Volume 197, 2020. <https://doi.org/10.1016/j.jecp.2020.104881>
- Gerritsen, J. (2023, June 12). Teacher education programmes report hundreds fewer enrolments. Radio New Zealand. <https://www.rnz.co.nz/news/national/491804/teacher-education-programmes-report-hundreds-fewer-enrolments>
- Gerritsen, J. (2022, December 15). Chance of secondary school teacher shortage in 2023, oversupply for primary schools. Radio New Zealand. <https://www.rnz.co.nz/news/national/480840/chance-of-secondary-school-teacher-shortage-in-2023-oversupply-for-primary-schools>
- Gerritsen, S., Park, A., Wall, C., Napier, C., Exeter, D., Paine SJ. 2023. Now We Are Twelve: Food Insecurity. Snapshot 3. Auckland: Growing Up in New Zealand. Available from: www.growingup.co.nz
- Gerritsen, J. (2023, December 15). More than enough primary teachers from next year, ministry says. Radio New Zealand. <https://www.rnz.co.nz/news/national/504823/more-than-enough-primary-teachers-from-next-year-ministry-says#:~:text=The%20forecast%20said%20in%20a%20range%20from%201217%20to%201977>
- Gibbs, T. (2023). 'We're in crisis': Teacher says pastoral care now half the workload. The Press – Te Matatika. <https://www.thepress.co.nz/hz-news/350013735/were-crisis-teacher-says-pastoral-care-now-half-workload>
- Gilbert, C. (2023, Feb 28) How does the brain age across the lifespan? A new study offer clues. The Washington Post. <https://www.washingtonpost.com/wellness/2023/02/28/brain-aging-childhood-teens-adults/>
- Ginsburg, K.R. and the Committee on Communications, and the Committee on Psychosocial Aspects of Child and Family Health. The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics* January 2007; 119 (1): 182–191. 10.1542/peds.2006-2697
- Gluckman, P., Low, F., & Franko, K. (2011). Puberty and adolescence: transitions in the life course. In *Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence* (pp. 19–34). Auckland: Office of the Prime Minister's Science Advisory Committee. Retrieved from <http://www.pmc.org.nz/improvingthe-transition/>
- Grant, M., Prickett, K. C., Morton, S. M. B., Miller, S., Pillai, A., Paine, S-J. 2023. Now We Are 12: Material Hardship. Snapshot 2. Auckland: Growing Up in New Zealand. Available from: www.growingup.co.nz
- Greensill, H., Pihama, L., & Manuirirangi, H. (2022). Whakatauraki: Sharing ancestral knowledge through generations. In Pihama, L., & Lee-Morgan, J. (Eds) (2022). *Tiakiina te Pā Harakeke: Ancestral knowledge and tamariki wellbeing* (pp 74-83). Huia Publishers.
- Growing Up in New Zealand. (2023). About Growing Up in New Zealand. University of Auckland. <https://www.growingup.co.nz/about-growing#:~:text=We%20are%20building%20a%20comprehensive%20and%20wh%20wh%20C%4%81%20nau>
- Growing Up in New Zealand (2023). Relationships with parents, peers and special adults. <https://www.growingup.co.nz/growing-up-report/relationships-with-parents-peers-and-special-adults>
- Hale, J. (2023). Grandparents are great. Parenting Place. <https://parentingplace.nz/resources/grandparents-are-great>
- Hargraves, V. (2020). Belonging strand | mana whenua. The Education Hub. <https://theeducationhub.org.nz/belonging-mana-whenua/>
- Hargraves, V. (2020). Contribution strand | mana tangata. The Education Hub. <https://theeducationhub.org.nz/contribution-mana-tangata/>
- Hargraves, V. (2020). Principle of empowerment | whakamana. The Education Hub. <https://theeducationhub.org.nz/principle-of-empowerment-whakamana/>
- Hargraves, V. (2019). Working theories. The Education Hub. <https://theeducationhub.org.nz/working-theories/>
- Hayden, L. (2019, July 5). Whānau, whāngai and Oranga Tamariki: What Māori families look like. The Spinoff. <https://thespinoff.co.nz/atea/05-07-2019/whanau-whangai-and-oranga-tamariki-what-maori-families-look-like>
- Hinnant JB, Nelson JA, O'Brien M, Keane SP, Calkins SD. The interactive roles of parenting, emotion regulation and executive functioning in moral reasoning during middle childhood. *Cogn Emot*. 2013;27(8):1460–8. doi: 10.1080/02699931.2013.789792. Epub 2013 May 7. PMID: 23650955; PMCID: PMC3751970.
- Hoyer, R.S., Elshafei, H., Hemmerlin, J., Bouet, R. and Bidet-Caullet, A. (2021). Why Are Children So Distractible? Development of Attention and Motor Control From Childhood to Adulthood. *Child Dev*, 92: e716–e737. <https://doi.org/10.1111/cdev.13561>
- Huston, A. C., & Ripke, M. N. (2006). Experiences in Middle Childhood and Children's Development: A Summary and Integration of Research. In A. C. Huston & M. N. Ripke (Eds.), *Developmental Contexts in Middle Childhood: Bridges to Adolescence and Adulthood* (pp. 409–434). chapter, Cambridge: Cambridge University Press. https://www.researchgate.net/publication/289106431_Experiences_in_Middle_Childhood_and_Children's_Development_A_Summary_and_Integration_of_Research
- Huston, A. C., & Ripke, M. N. (2006). Middle Childhood: Contexts of Development. In A. C. Huston & M. N. Ripke (Eds.), *Developmental Contexts in Middle Childhood: Bridges to Adolescence and Adulthood* (pp. 1–22). chapter, Cambridge: Cambridge University Press. <https://www.cambridge.org/core/books/abs/developmental-contexts-in-middle-childhood/middle-childhood-contexts-of-development/F1DAC2E948142AAC8FEC463EAF063B96>
- International Work Group for Indigenous Affairs (2017). *Indigenous Peoples Human Rights Defenders: Field Handbook on Human Rights*. https://issuu.com/iwgia/docs/indigenous_peoples_human_rights_def/18
- Johnson SB, Blum RW, & Giedd JN. Adolescent maturity and the brain: the promise and pitfalls of neuroscience research in adolescent health policy. *Journal of Adolescent Health*. 2009 Sep;45(3):216–21. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2892678/>
- Johnston, M. & Martin, S. (2023). Who teaches the teachers: Reforming initial teacher education in New Zealand. The New Zealand Institute. <https://www.nzinitiative.org.nz/reports-and-media/reports/who-teaches-the-teachers/document/820>
- Keogh, B. (2023, April 4). The 'hidden' care kids: Need for benefits to raise someone else's child up 50%. *Stuff.co.nz*. <https://www.stuff.co.nz/national/131620571/the-hidden-care-kids-need-for-benefits-to-raise-someone-elses-child-up-50>
- Kerslake Hendricks, A. (2010). Changing roles: the pleasures and pressures of being a grandparent in New Zealand. A Families Commission Report. https://thehub.swa.govt.nz/assets/documents/FC-changing-roles_FC_10.pdf
- King, PT., Cormack, D. & Kōpua, M. (2018). Oranga Mōkōpuna: A tāngata whenua rights-based approach to health and wellbeing. *MAI Journal*. 7(2). 186–202.
- King, PT., Cormack, D. & Kōpua, M. (2022). Oranga Mōkōpuna – Ngā Mōtika Tangata Whenua. In Pihama, L., & Lee-Morgan, J. (Eds) (2022). *Tiakiina te Pā*
- Harakeke: Ancestral knowledge and tamariki wellbeing (pp 188–212). Huia Publishers.
- Kljakovic, M., Hunt, C., & Jose, P. (2015). Incidence of Bullying and Victimization among Adolescents in New Zealand. *New Zealand Journal of Psychology*. Issue 44(2). https://www.psychology.org.nz/journal-archive/72176-NZJP-Vol-44-No-2_Bullying.pdf
- Knudsen EI. (2004). Sensitive periods in the development of the brain and behavior. *Journal of Cognitive Neuroscience*. 2004 Oct;16(8):1412–25. [Sensitive periods in the development of the brain and behavior - PubMed \(nih.gov\)](https://pubmed.ncbi.nlm.nih.gov/)
- Lazarra, J. (2020). Middle Childhood. *Lifespan Development*. [https://open.maricopa.edu/devpsych/chapter/chapter-6-middle-childhood/#:~:text=During%20middle%20childhood%20\(6%2D11,6%20and%20lasts%20until%20puberty](https://open.maricopa.edu/devpsych/chapter/chapter-6-middle-childhood/#:~:text=During%20middle%20childhood%20(6%2D11,6%20and%20lasts%20until%20puberty)
- Marks, E., Walker, C., Reid-Ellis, M., Tait, J., Bullen, P., Fenaughty, J., Liang, R., Grant, C., Paine, S.J. 2023. Now We Are 12: Young People's Experiences of Puberty at Aged 12. Auckland: Growing Up in New Zealand. Available from: www.growingup.co.nz
- Mana Ake. (2020). Grandparents Raising Grandchildren. <https://manaake.health.nz/supporting-your-child/grandparents-raising-grandchildren/>
- Lally, M., Valentine-French, S., Lazzarra, J., Overstreet, L., Beyer, A., Lang, D. & Dan Karami, N.H. (2022). Psychosocial Development in Middle to Late Childhood. *Individual and Family Development, Health, and Well-being*. <https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/psychosocial-development-in-middle-to-late-childhood/>
- Lang, D., Cone, N., Lally, M., Valentine-French, S., Jones, T., & Lumen Learning. (2022). *Cognitive Development in Adolescence*. In Lang D. *Individual and Family Development, Health & Well-being*. 2022. Iowa State University. <https://iastate.pressbooks.pub/individualfamilydevelopment/chapter/cognitive-development-in-adolescence/>
- Leaver, V. (2022). Developing the components of executive function in the primary school classroom. The Education Hub. https://theeducationhub.org.nz/developing-the-components-of-executive-function-in-the-primary-school-classroom/#_edn5
- Lester, S. & Russell, W. (2010). *Children's right to play: an examination of the importance of play in the lives of children worldwide*. Working papers in Early Childhood Development. Bernard van Leer Foundation. <https://files.eric.ed.gov/fulltext/ED522537.pdf>
- Life Education Trust NZ. (2024). What is puberty? <https://www.lifeeducation.org.nz/in-schools/resources/411>
- Mah, VK., & Ford-Jones, EL. Spotlight on middle childhood: Rejuvenating the 'forgotten years'. *Paediatrics & Child Health*, Volume 17, Issue 2, February 2012, Pages 81–83. <https://doi.org/10.1093/pch/17.2.81>
- Malatest International. (2021). Final Evaluation Report: Mana Ake – Stronger for Tomorrow. <https://www.health.govt.nz/system/files/documents/publications/mana-ake-final-report-jul22-v2.pdf>
- Malik, F. & Marwaha, R. *Developmental Stages of Social Emotional Development in Children*. [Updated 2022 Sep 18]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2024 Jan-. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK534819/>
- Mana Mōkōpuna. (2017). *Child & youth voices on bullying in Aotearoa*. *Mai World*. <https://www.manamokopuna.org.nz/documents/48/2017-Mai-World-Bullying-Report2.pdf>
- Mana Mōkōpuna. (2017, Nov). "Whānau, hapū and iwi". *Mana Mōkōpuna*. <https://www.manamokopuna.org.nz/documents/114/W/whanau-hapu-and-iwi-Nov-2017.pdf>
- Mana Mōkōpuna & Oranga Tamariki (2019). *What makes a good life?* <https://www.manamokopuna.org.nz/documents/7/What-makes-a-good-life-report-OCC-OT-2019-WEB2.pdf>

Ngā Toronga | Bibliography

- Martin, K., & Berger, E. (2022). Childhood trauma and its impact. The Education Hub. <https://theeducationhub.org.nz/childhood-trauma-and-its-impact/>
- McAdams, D.P. (2015). *The Art of Personality Development*. Guilford Publications. (pages 139-140). <https://www.guilford.com/excerpts/mcadams3.pdf?t=1>
- Mhuru, M. (2020). What do we know about bullying behaviours in NZ? (He Whakaaro – Education Insights) Ministry of Education. https://www.educationcounts.gov.nz/_data/assets/pdf_file/0004/203575/He-Whakaaro-What-do-we-know-about-bullying-behaviours-in-NZ.pdf
- Ministry of Education. (2023). Ka Ora, Ka Ako | Healthy School Lunches Programme. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/free-and-healthy-school-lunches/#participants>
- Ministry of Education. (2023). Mana aotūroa | Exploration Strand 5. <https://tewhariki.taurangi.education.govt.nz/te-whariki-online/mana-aot-roa-exploration---strand-5/5637176831.p>
- Ministry of Education. (2020). Key competencies. Ministry of Education. <https://nzcurriculum.tki.org.nz/Key-competencies#collapsible3>
- Ministry of Education. (2018). The voices of young people. Kōrero Mātauranga | Education Conversations. <https://conversation.education.govt.nz/assets/Uploads/Voices-of-young-people-report.pdf>
- Ministry of Education. (2017). Te Whariki - He whāriki mātauranga mō ngā mokopuna o Aotearoa Early childhood curriculum. <https://www.education.govt.nz/assets/Documents/Early-Childhood/ELS-Te-Whariki-Early-Childhood-Curriculum-ENG-Web.pdf>
- Ministry of Health. (2023). Indicator: Depression (diagnosed) (2-14 years). New Zealand Health Survey Annual Data Explorer. https://minhealthnz.shinyapps.io/nz-health-survey-2022-23-annual-data-explorer/_w_f2b37f43/#/explore-indicators
- Ministry of Health. (2023). Indicator: Anxiety disorder (diagnosed) (2-14 years). New Zealand Health Survey Annual Data Explorer. minhealthnz.shinyapps.io/nz-health-survey-2022-23-annual-data-explorer/_w_f2b37f43/#/explore-indicators
- Ministry of Health. (2022). Annual Update of Key Results 2021/22: New Zealand Health Survey. Accessed via Annual Data Explorer, Ministry of Health. <https://www.health.govt.nz/publication/annual-update-key-results-2021-22-new-zealand-health-survey>
- Ministry of Health. 2019. Household Food Insecurity Among Children in New Zealand. Wellington: Ministry of Health <https://www.health.govt.nz/system/files/documents/publications/household-food-insecurity-among-children-new-zealand-health-survey-jun19.pdf>
- Ministry of Health. 2018. *Social, Emotional and Behavioural Difficulties in New Zealand Children: Summary of findings*. Wellington: Ministry of Health. <https://www.health.govt.nz/system/files/documents/publications/social-emotional-behavioural-difficulties-nz-children-summary-findings-jun18-v2.pdf>
- Ministry of Health. 2008. Pacific Peoples and Mental Health: A paper for the Pacific Health and Disability Action Plan review. Wellington: Ministry of Health. <https://www.health.govt.nz/system/files/documents/publications/pacific-peoples-and-mental-health-2008.doc>
- Ministry of Justice. (2024). Children adopted data tables. https://www.justice.govt.nz/assets/Documents/Publications/7rETFa_Children-adopted_dec2023_v1.0.xlsx
- Ministry of Social Development. (2024). Emergency housing special needs grant monthly time series – January 2024. <https://www.msdc.govt.nz/documents/about-msd-and-our-work/publications-resources/statistics/housing/datafiles/2024/jan/eh-national-monthly-timeseries-datafile-january-2024.xlsx>
- Ministry of Social Development. (2024). United Nations Convention on the Rights of the Child (UNCROC). <https://www.msdc.govt.nz/about-msd-and-our-work/publications-resources/monitoring/uncroc/#:~:text=UNCROC%20is%20a%20comprehensive%20human,and%20treatment%20of%20children%20worldwide.>
- Ministry of Social Development. (2023). Housing register: Latest results – Dec 2023. <https://www.msdc.govt.nz/about-msd-and-our-work/publications-resources/statistics/housing/housing-register.html>
- Ministry of Social Development (MSD). (2022). The Families Package and 2020-2022 income support reforms: 2022 Update. MSD Strategy and Insights. <https://www.msdc.govt.nz/documents/about-msd-and-our-work/publications-resources/evaluation/families-package-reports/the-families-package-and-2020-2022-income-support-reforms.pdf>
- Ministry of Social Development. (2018). Rapid Evidence Review: The impact of poverty on life course outcomes for children, and the likely effect of increasing the adequacy of welfare benefits. Prepared for the Welfare Expert Advisory Group. MSD. <https://www.msdc.govt.nz/documents/about-msd-and-our-work/publications-resources/information-releases/weag-report-release/rapid-evidence-review-the-impact-of-poverty-on-life-course-outcomes-for-children-and-the-likely-effect-of-increasing-the-adequacy-of-welfare-benef.pdf>
- Ministry of Social Development (MSD). (n.d.). Guidance material for Working for Families consultation. MSD. <https://www.msdc.govt.nz/about-msd-and-our-work/work-programmes/welfare-overhaul/working-for-families-consultation-guidance-material.html#:~:text=Around%2058%20percent%20of%20families,or%20more%20kind%20of%20credit>
- Morin, A. (ND). Social and emotional skills at different ages. Understood for all, Inc. <https://www.understood.org/en/articles/social-and-emotional-skills-what-to-expect-at-different-ages>
- Morton, S.M.B., Grant, C.C., Walker, C.G., Berry, S.D., Meissel, K., Ly, K., Marks, E.J., Underwood, L., Fa'alili-Fidow, J., Wilson, S., Pillai, A., Kim, H. 2018. Growing Up in New Zealand: A longitudinal study of New Zealand children and their families. Transition to school. Auckland: Growing Up in New Zealand.
- Morton, S.M.B., Walker, C.G., Gerritsen, S., Smith, A., Cha, J., Atatoa Carr, P., Chen, R., Exeter, D.J., Fa'alili-Fidow, J., Fenaughty, J., Grant, C., Kim, H., Kingi, T., Lai, H., Langridge, F., Marks, E.J., Meissel, K., Napier, C., Paine, S., Peterson, E.R., Pillai, A., Reese, E., Underwood, L., Waldie, K.E., Wall, C. 2020. Growing Up in New Zealand: A longitudinal study of New Zealand children and their families. Now We Are Eight. Auckland: Growing Up in New Zealand https://assets-global.website-files.com/63a70013e473f3b2807218ee63d03781a747db5aab71fea8_GUINZ_Now_We_Are_8_v3%20LAUNCH%20FINAL_compressed.pdf
- Movahed Abtahi, M., & Kerns, K. A. (2017). Attachment and emotion regulation in middle childhood: changes in affect and vagal tone during a social stress task. *Attachment & human development*, 19(3), 221–242. <https://doi.org/10.1080/14616734.2017.1291696>
- Move This World. (2019). Understanding social & emotional developmental milestones. <https://www.movethisworld.com/social-emotional-learning/2019-5-8-social-and-emotional-milestones-by-age-group/>
- National Research Council (US) Panel to Review the Status of Basic Research on School-Age Children; Collins WA, editor. *Development During Middle Childhood: The Years From Six to Twelve*. Washington (DC): National Academies Press (US); 1984. Chapter 10, Conclusion: The Status Of Basic Research On Middle Childhood. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK216773/>
- National Scientific Council on the Developing Child (2010). Persistent Fear and Anxiety Can Affect Young Children's Learning and Development: Working Paper No. 9. <http://www.developingchild.net>
- National Scientific Council on the Developing Child. (2005/2014). Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper 3. Updated Edition. <http://www.developingchild.harvard.edu>
- National Scientific Council on the Developing Child. (2004). Young children develop in an environment of relationships. Working Paper No. 1. Retrieved from <http://www.developingchild.net>
- Nelson, K. (2021). Kaupapa Māori approaches to Trauma Informed Care. Thesis. Faculty of Māori and Indigenous Development, Auckland University of Technology. <https://openrepository.aut.ac.nz/server/api/core/bitstreams/bbe89007-7d8b-4ef3-a779-735c0c03c9bf/content>
- New Zealand Government. (2023). Wellbeing Budget 2023: Te Pōharatanga Tamariki – Child Poverty Report 2023. <https://2023.budget.govt.nz/budget/2023/wellbeing/child-poverty-report/index.htm>
- New Zealand Government. (2023). Whāngai. <https://www.govt.nz/browse/family-and-whanau/adoption-and-fostering/whangai/>
- New Zealand Government. (2022, December 21). Government takes steps to further protect the rights of tamariki. <https://www.beehive.govt.nz/release/government-takes-steps-further-protect-rights-tamariki>
- New Zealand Government. (2022, Sep 1). Govt expands Mana Ake to West Coast kids. <https://www.beehive.govt.nz/release/govt-expands-mana-ake-west-coast-kids>
- New Zealand Government. (2021). Briefing Note: Briefing Note: Social and Emotional Learning in The New Zealand Curriculum. <https://assets.education.govt.nz/public/Documents/our-work/information-releases/Advice-Seen-by-our-Ministers/May-2021/7-1251127-Briefing-Note-Social-and-Emotional-Learning-in-The-New-Redacted.pdf>
- New Zealand Police. (2020). Police Statistics on Homicide Victims in New Zealand 2007-2019. New Zealand Government.
- O'Connor, B. (2020, May 6). What lockdown revealed about child abuse reporting. Newsroom. <https://newsroom.co.nz/2020/05/06/what-lockdown-revealed-about-child-abuse-reporting/>
- O'Neill, K., & Younger, S. (2020). Trauma and tamariki: what do we know and how can we help them? Brainwave Trust. <https://brainwave.org.nz/content/uploads/2021/09/Brainwave-Article-2020-Trauma-tamariki-Final-2.pdf>
- O'Neill, K. (2022). Adverse childhood experiences: understanding their effects. Brainwave. <https://brainwave.org.nz/content/uploads/2021/04/Adverse-Childhood-Experiences-Understanding-their-effects-Jan-2022.pdf>
- Office of the Children's Commissioner & Ministry of Education. (2021) Our Kind of School. <https://www.manamokopuna.org.nz/documents/144/OKOS-Nov2022.pdf>
- Oranga Tamariki. (2023). Adopting in New Zealand. <https://www.orangatamariki.govt.nz/adoption/adopting-in-nz/>
- Oranga Tamariki. (2023). Finding your birth family. <https://www.orangatamariki.govt.nz/adoption/finding-your-birth-family/>
- Oranga Tamariki. (2023). Prevalence of harm to children and protective factors. <https://www.orangatamariki.govt.nz/assets/Uploads/About-us/Research/Latest-research/Prevalence-of-Harm-to-Children-and-Protective-Factors/Prevalence-of-Harm-to-Children-A3-2023.pdf>
- Oranga Tamariki. (2023). 2022/23 Quarter 3 Performance report. Oranga Tamariki. <https://www.orangatamariki.govt.nz/assets/Uploads/About-us/Performance-and-monitoring/Quarterly-report/March-2023-2022-23-Quarter-3-Performance-Report-Pub-Accessibility-passed.pdf>

Ngā Toronga | Bibliography

- Oranga Tamariki. (2019). Practice for working effectively with Māori. Oranga Tamariki. <https://practice.orangatamariki.govt.nz/core-practice/working-with-maori/how-to-work-effectively-with-maori/practice-for-working-effectively-with-maori/>
- Oranga Tamariki Voices of Children and Young People Team (2019). Experiences of Education for Children in Care in Aotearoa New Zealand / Part 1: Voices of children in care and key adults in their lives. Wellington, New Zealand: Oranga Tamariki—Ministry for Children
- Osterhaus, C. and Koerber, S. (2021), The Development of Advanced Theory of Mind in Middle Childhood: A Longitudinal Study From Age 5 to 10 Years. *Child Dev*, 92: 1872–1888. <https://doi.org/10.1111/cdev.13627>
- Pacheco, E. & Melhuish, N. (2020). New Zealand children's online risks and perceptions of harm. Evidence from Ngā taihori matihiko o Aotearoa – New Zealand Kids Online. Netsafe. Wellington. <https://netsafe.org.nz/wp-content/uploads/2020/02/>
- Paris, J., Ricardo, A. & Rymond, D. 2021. Understanding the Whole Child: Prenatal Development through Adolescence. An Open Educational Resources Publication by College of the Canyons. <https://bookdown.org/nathalieyuen/understanding-the-whole-child/>
- Penetito-Hemara, N. (2020). Māori voices of play: Insights Report. Sport New Zealand. https://sportnz.org.nz/media/4862/sport-nz-ma-ori-voices-of-play-report-8_14.pdf
- Pihama, L. & Lee-Morgan, J. (2022). Tiakina te Pā Harakeke: Ancestral knowledge and tamariki wellbeing. Huia Publishers.
- Pihama, L., Simmonds, N., & Waitoki, W. (2019). Te Taonga o Taku Ngākau Ancestral Knowledge and the Wellbeing of Tamariki Māori. Te Kotahi Research Institute, The University of Waikato. <https://kaupapamaori.com/wp-content/uploads/2022/03/Te-Taonga-o-Taku-Ngakau-Final-report.pdf>
- Pilkington, Ed. (2023, May 23). US surgeon general issues advisory on 'profound' risks of child social media use. *The Guardian*. <https://www.theguardian.com/media/2023/may/23/social-media-warning-kids-mental-health>
- Pink Shirt Day. (2023). Cyberbullying Explained. Pink Shirt Day. <https://pinkshirtday.org.nz/prevention/cyberbullying-explained>
- Play Aotearoa. (2022, July 29). Free to Play their Way. <https://playaotearoa.org.nz/blog/play-their-way/>
- Pye, T., Scoffin, S., Quade, J., & Krieg, J. (2022). Physical developments in middle childhood. *Child Growth and Development Canadian Ed*. <https://ecampusontario.pressbooks.pub/childgrowthanddevelopment/chapter/14-middle-childhood-physical-development/>
- Raising Children Network (Australia) Limited. (2023). Language development: 5-8 years. <https://www.cambridge.org/core/books/abs/developmental-contexts-in-middle-childhood/middle-childhood-contexts-of-development/F1DAC2E948142AAC8FEC463EAF063B96>
- Rameka, L. (2015). Te Ira Atua: The spiritual spark of the child. He Kupu. Volume 4, Number 2 - October 2015 <https://www.hekupu.ac.nz/article/te-ira-atua-spiritual-spark-child>
- Safeguarding Children. (2023) Safeguarding Children. <https://www.safeguardingchildren.org.nz/>
- Salmond, A. (2017). Tears of Rangī: Experiments across worlds. Auckland University Press.
- Scharf, RJ., Scharf, GJ., & Stroustrup, A. Developmental Milestones. *Pediatrics in Review*. January 2016; 37 (1): 25–38. <https://doi.org/10.1542/pir.2014-0103>
- Scholastic Inc. (2021) How Physical Skills Develop, Age by Age. Scholastic, Inc. <https://www.scholastic.com/parents/family-life/social-emotional-learning/development-milestones/how-physical-skills-develop-age-age.html#:~:text=5%20to%206%20years%20old,beam%20easily%3B%20jump%20over%20objects>
- Siegel, DJ., & Bryson, TP. (2011). *The Whole-Brain Child*. Scribe Publications Pty Ltd. Victoria, Australia.
- Sipp, C. (2021). The most important thing you can do with your kids? Play with them! says Dr. Bruce Perry. PACESConnection. <https://www.pacesconnection.com/blog/the-most-important-thing-you-can-do-with-your-kids-play-with-them-says-dr-bruce-perry>
- Smale, A. (2023, November 27). NZ's yawning demographic divide. *Newsroom*. <https://newsroom.co.nz/2023/11/27/nzs-demographic-divide/>
- Smith, A. (2013). *Understanding children and childhood: a New Zealand perspective*. 5th Edition. Bridget Williams Books. <https://doi.org/10.7810/9781927131763>
- Spence, A. (2022, June 25). Great Minds: Children's mental health - Services at 'crisis point' as demand surges and staff depart. *New Zealand Herald*. <https://www.nzherald.co.nz/nz/great-minds-childrens-mental-health-services-at-crisis-point-as-demand-surges-and-staff-depart/AKTYW7B4AAEL34QJ6L3H76VVGZE/>
- Sport New Zealand. (2023). Active NZ - Changes in Participation The New Zealand Participation Survey 2022. *Sport New Zealand*. <https://sportnz.org.nz/media/oescgpcv/active-nz-changes-in-participation-2022.pdf>
- Sport New Zealand. (2021). Active NZ 2020: Spotlight on tamariki. *Sport New Zealand*. <https://sportnz.org.nz/media/4656/spotlight-on-tamariki-october-2021.pdf>
- Sport New Zealand. (2020). Growth of Waka Ama. *Sport New Zealand*. <https://www.sportnz.org.nz/media/1654/sport-new-zealand-play-principles-nov-2017.pdf>
- Sport New Zealand. (2017). The Importance of Play. *Sport New Zealand*. <https://sportnz.org.nz/media/1654/sport-new-zealand-play-principles-nov-2017.pdf>
- Sport New Zealand. (2006). Athlete development – characteristics and needs (SPARC Coach Development Framework 2006). *Sport NZ*. <https://sportnz.org.nz/media/2112/athlete-development-characteristics-and-needs.pdf>
- Statistics New Zealand. (2022) Dataset: National population projections, by age and sex, 2022(base)-2073. <https://www.stats.govt.nz/information-releases/national-population-projections-2022base2073/>
- Statistics New Zealand. [Age and sex by ethnic group \(grouped total response\), for census usually resident population counts, 2006, 2013, and 2018 Censuses \(urban rural areas\) \(stats.govt.nz\)](https://www.stats.govt.nz/assets/Uploads/Child-poverty-statistics/Child-poverty-statistics-Year-ended-June-2023/Download-data-child-poverty-statistics-year-ended-june-2023.xlsx)
- Statistics New Zealand. (2024, February 24). Child poverty statistics show increase in material hardship for the year ended June 2023. <https://www.stats.govt.nz/news/child-poverty-statistics-show-increase-in-material-hardship-for-the-year-ended-june-2023/>
- Statistics New Zealand. (2024). Child poverty statistics: Year ended June 2023 Data tables. <https://www.stats.govt.nz/assets/Uploads/Child-poverty-statistics/Child-poverty-statistics-Year-ended-June-2023/Download-data-child-poverty-statistics-year-ended-june-2023.xlsx>
- Statistics New Zealand (2024, February 19). Births and deaths: Year ended December 2023 (including abridged period life table). <https://www.stats.govt.nz/information-releases/births-and-deaths-year-ended-december-2023-including-abbreviated-period-life-table/>
- Statistics New Zealand. (2023, March 23). Child poverty statistics show no annual change in the year ended June 2022. <https://www.stats.govt.nz/news/child-poverty-statistics-show-no-annual-change-in-the-year-ended-june-2022/>
- Statistics New Zealand. (2022, February 24). Child poverty statistics show all measures trending downwards over the last three years. <https://www.stats.govt.nz/news/child-poverty-statistics-show-all-measures-trending-downwards-over-the-last-three-years>
- Statistics New Zealand (2019, February 20). Measuring child poverty: material hardship. <https://www.stats.govt.nz/methods/measuring-child-poverty-material-hardship>
- Statistics New Zealand. (2017, December 19). Grandparents lend a hand for childcare. <https://www.stats.govt.nz/news/grandparents-lend-a-hand-for-childcare#:~:text=Childcare%20in%20New%20Zealand%202017,by%20a%20friend%20or%20neighbour>
- Te Ahukaramū Charles Royal, 'Te Waonui a Tāne – forest mythology - Symbolism of trees and plants', *Te Ara - the Encyclopedia of New Zealand*, <http://www.TeAra.govt.nz/en/diagram/13162/harakeke-plant> (accessed 18 April 2024)
- Te Kāhui Tika Tangata Human Rights Commission. (2024). Human Rights and Te Tiriti o Waitangi. Te Kāhui Tika Tangata Human Rights Commission. <https://tikatangata.org.nz/human-rights-in-aotearoa/human-rights-and-te-tiriti-o-waitangi>
- Te Puni Kōkiri. (2022). UN Declaration on the Rights of Indigenous Peoples. Te Puni Kōkiri. <https://www.tpk.govt.nz/en/a-matou-whakaarotau/te-ao-maori/un-declaration-on-the-rights-of-indigenous-peoples#:~:text=The%20Treaty%20and%20the%20Declaration,2010%20at%20the%20United%20Nations>
- Te Whatu Ora. (2023). Data retrieved from the Suicide web tool for the period 2009 to 2021. <https://tewhatauora.shinyapps.io/suicide-web-tool/>
- The Board for the Elimination of Family Violence and Sexual Violence. (2021). *Te Aorerekura: The National Strategy to Eliminate Family Violence and Sexual Violence*. New Zealand Government. <https://tepunaaonui.govt.nz/assets/National-strategy/Finals-translations-alt-formats/Te-Aorerekura-National-Strategy-final.pdf>
- The Department of the Prime Minister and Cabinet (DPMC). (2023). Child & Youth Wellbeing: About Us. DPMC. <https://www.childyouthwellbeing.govt.nz/about#:~:text=Minister%20Jan%20Tinetti%2C%20in%20her,the%20Prime%20Minister%20and%20Cabinet>
- The Education Hub. (2022). Empowering young children with musical play and exploration. The Education Hub. <https://theeducationhub.org.nz/empowering-young-children-with-musical-play-and-exploration/>
- The Paediatric Society of New Zealand. (2021). Ear infections in detail. *KidsHealth*. <https://www.kidshealth.org.nz/ear-infections-detail>
- Tooley, U. A., Park, A. T., Leonard, J. A., Boroshok, A. L., McDermott, C. L., Tisdall, M. D., Bassett, D. S., & Mackey, A. P. (2022). The Age of Reason: Functional Brain Network Development during Childhood. *The Journal of Neuroscience: the official journal of the Society for Neuroscience*, 42(44), 8237–8251. <https://doi.org/10.1523/JNEUROSCI.0511-22.2022>
- University of Otago. (2023). Kids spending one-third of after-school time on screens, study finds. University of Otago. <https://www.otago.ac.nz/news/kids-spending-one-third-of-after-school-time-on-screens-study-finds>
- Uytun, M. C. (2018). Development Period of Prefrontal Cortex. *InTech*. doi: 10.5772/intechopen.78697 <https://www.intechopen.com/chapters/63179>
- Volunteering New Zealand. (2020). State of Volunteering Report 2020. Wellington: Volunteering New Zealand. https://www.volunteeringnz.org.nz/wp-content/uploads/F_SOV-Report2020_Single-Pages_1July.pdf
- Wang, Zhenlin, Devine, Rory T., Wong, Keri K., Hughes, Claire. 2016. Theory of mind and executive function during middle childhood across cultures. *Journal of Experimental Child Psychology*. Volume 149. September 2016. Pages 6-22. <https://www.sciencedirect.com/science/article/pii/S0022096515002325>
- White, R. (2018). A third place. *New Zealand Geographic*. 152 (July/Aug 18). <https://www.nzgeo.com/stories/a-third-place/>

Working for a fair and compassionate future for all.

Te Kōrero mō ngā Tamariki

New Zealand Council of Christian Social Services

PO Box 12-090, Thorndon

Wellington 6144, Aotearoa New Zealand

Email: eo@nzccss.org.nz | www.nzccss.org.nz



New Zealand Council Of
Christian Social Services