

Ngā wāhi hei arotahi | Areas to focus on

Across this guide we have noted recommendations to improve the support available during middle childhood.

Below we highlight major, overarching recommendations, through our Te Whāriki lens. These will not capture all the gaps in the structures currently working to empower five to 12-year-olds in New Zealand. However we believe that it's crucial that these areas of focus are addressed to enable a holistic approach to development during middle childhood.

Principle	Mana Atua Wellbeing	Mana Whenua Belonging	Mana Tangata Contribution	Mana Reo Communication	Mana Aotūroa Exploration
Kotahitanga Holistic Development	Children's wellbeing is supported through understanding of holistic approaches to child development and investment in appropriate service delivery	Children's holistic development is supported through a strong sense of belonging	Children's contribution to society is reflected in the value we place on research and engagement with this age group	Middle childhood is prioritised in training and research	Children's development is supported through research and current, contextually-appropriate theories of child development
Whānau Tangata Family & Community	Children experience a standard of living that enables them to thrive and are protected from all harm	Children experience belonging through participating in and feeling respected within their communities	Children have opportunities to develop leadership within education and extra-curricular settings	Children have opportunities to speak up about the issues that matter to them	Play is prioritised for children during the middle years - in education, in guidance for parents, and in our neighbourhoods and communities
Ngā Hononga Relationships	Children experience safe, positive relationships with whānau, peers and others in their communities	Children's sense of belonging is strengthened through connection to people and place	Children participate in and experience healthy peer relationships and are supported to navigate experiences of bullying safely	Children's development is supported by a skilled and valued workforce, who are equipped to support the current experience of childhood	Intergenerational relationships are accessible and encouraged for all tamariki to support their development
Whakamana Empowerment	Frameworks support children's wellbeing through protection from harm, adequate standard of living and the removal of barriers that prevent their thriving	Legislation and policy reflect children's belonging and inherent dignity	Children have opportunity to express themselves and contribute in society	Children are shown respect in the way we as a society talk about them and invite their perspective	Children's exploration and thriving is fostered through Ministries that demonstrate best practice and innovation

He aha muri? | What Next?

This report serves as one of the key pieces of work for 2023/24 for our portfolio focused on Children & Families.

Our aim was for this report to provide the fullest possible picture, in one place, of what is currently available to support middle childhood in New Zealand, as well as what is missing. By framing it as an easy-to-read guide with links to further information, we hope it will be of benefit to our members, the people they work alongside, and the wider community.

This work is also intended as a call to action, to generate interest, and spark collaboration. We feel strongly that middle childhood requires greater prioritisation and that by collaborating we can draw attention to this important developmental stage.

We are working towards an Aotearoa where middle childhood is understood and invested in. A country with a specialised workforce who deeply understand children's needs during this period. Where children can access appropriate services in a timely manner to enable their thriving. An Aotearoa where middle childhood is prioritised within government policy, funding, and the wider social sector.

Strategic planning and action are needed now, to realise the potential of middle childhood in terms of children's long-term outcomes.

If you'd like to be part of this important mahi, please get in touch.

Ko wai tātou | Who we are

The New Zealand Council of Christian Social Services (NZCCSS) represents more than 230 member organisations providing a range of community, health, and social support services across Aotearoa.

These organisations include some of the most recognised and highly regarded names in social service provision, and all are world famous in their in own rohe. Their mahi informs our deep understanding of the everyday lives of New Zealand communities as we work towards achieving a just and compassionate society for all. We see this work as an extension of the mission of Jesus Christ, which we seek to fulfil through our commitment to giving priority to the systematically disempowered, and to Te Tiriti o Waitangi.

NZCCSS comprises six members: the Anglican Care Network, Baptist Churches of New Zealand, Catholic Social Services, Presbyterian Support and the Methodist and Salvation Army Churches. Nationally, the range and scope of our member networks is extensive. Around 230 separate providers in 55 towns and cities throughout New Zealand deliver 37 types of services through 1,024 programmes. Members employ over 5,000 full-time staff, 7,000 part-time staff, and co-ordinate almost 16,000 volunteers.

Our work is focused in three policy areas – Equity and Inclusion, Children and Families, and Older People. For each area, we have a specialist working group made up of leaders of service organisations from across the country who provide up-to-date knowledge of experiences and need in their communities. We call these groups 'Policy Groups'.

This knowledge, along with input from the representatives of Council's six members, informs our mahi of providing research, representation, connection, good practice dissemination, policy advice/information and advocacy services for our members.

— nzccss.org.nz

Nga kupu whakatepe mai o tātou rangatira | Closing words from our leaders

Poipoia te kākano kia puawai Nurture the seed and it will blossom

Most people would agree with the above whakataukī when it comes to supporting and raising children – but society often underestimates the significance of middle childhood (five to 12-years of age), focusing more on early childhood or adolescence. However, we believe that middle childhood is also a crucial time when tamariki further develop their personalities, interests, and values, which will shape them into the adults they will become.

NZCCSS recognises the immense value that children in middle childhood hold. Not only are they our future leaders and members of society, but they are also active participants in the present, deserving of attention, care, and support. This accessible guide provides insights into the various aspects of middle childhood in Aotearoa. We hope it will deepen understanding of this crucial stage of development, empowering all those who love children and who work with children to provide the best possible support throughout middle childhood.

NZCCSS exists to work towards a more just and compassionate society for all across Aotearoa. We do so as an expression of our faith, as an extension of the mission of Jesus Christ, and our commitment to honour the articles of Te Tiriti o Waitangi.

On behalf of NZCCSS, it is our pleasure to share this guide with you. We hope that you find it useful.

Dr. Bonnie Robinson MNZM

Co-President
Doctor of Professional Practice,
BA, BD, BA_pMan

Renee Rewi

Co-President
Ngāti Whare, Ngāti Manawa, Ngāti Whakaue,
Ngāti Rangiwewehi, Tūwharetoa, Tainui,
Ngāpuhi LLM, LLB Waikato

Barrister and Solicitor of the High Court of NZ
Justice of the Peace (JP)

Start children off on the way they should go, and even when they are old they will not turn from it.

(Proverbs 22:6)

At NZCCSS we view all children as precious taonga, each with unique talents, dreams, and potential. This doesn't pause between the ages of five and 12, disappearing from view. Even so, Aotearoa New Zealand has a well-established early childhood sector and a strong youth sector focussing on teenagers, but very little in between. Where is our middle childhood sector?

We created this guide because we frequently heard from our members that while there may be information available about middle childhood, it is often scattered and not easily accessible to those working with children, let alone parents. Our research showed us that this information is generalised and lacks the local Aotearoa context that is vital for effective support for our tamariki. This gap is particularly evident in the training of professionals who work with children this age. They are not given many opportunities to learn the specific knowledge and skills needed to understand and address the unique challenges and opportunities of middle childhood.

We wanted to bridge these gaps by bringing together comprehensive information about middle childhood in one accessible resource. Our aim was to create a valuable tool for parents, educators, and caregivers. Our hope is that this guide will not only enhance our understanding of middle childhood, but also empower us to make a meaningful difference to the sector and to the lives of tamariki during this crucial stage of development.

Nikki Hurst

Kaiwhakahaere Matua | Executive Officer

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/adrenarche-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.msds.govt.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). Nanogirl Michelle Dickinson: Prevent bullying - create supportive school clubs. *New Zealand Herald*. https://www.nzherald.co.nz/nz/nanogirl-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/improving-the-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). Whakataurāki: 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,Family%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/wgia/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 Mokopuna: A tāngata whenua rights-based approach to health and wellbeing. *MAI Journal*. 7(2). 186–202.
- King, PT., Cormack, D. & Kōpua, M. (2022). Oranga Mokopuna – 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 Mokopuna. (2017). *Child & youth voices on bullying in Aotearoa*. *Mai World*. <https://www.manamokopuna.org.nz/documents/48/2017-Mai-World-Bullying-Report2.pdf>
- Mana Mokopuna. (2017, Nov). "Whānau, hapū and iwi". *Mana Mokopuna*. <https://www.manamokopuna.org.nz/documents/114/W/whanau-hapu-and-iwi-Nov-2017.pdf>
- Mana Mokopuna & 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. https://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). *Tiaki 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/AKTYW7B4AAEL34QJ6L3H76VGE/>
- Sport New Zealand. (2023). Active NZ - Changes in Participation The New Zealand Participation Survey 2022. *Sport New Zealand*. <https://sportnz.org.nz/media/oescgpvc/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/>

Inoi Whakamutunga

Kia tau ki a tātou katoa
Te atawhai o tō tātou Ariki, a Ihu Karaiti
Me te aroha o te Atua
Me te whiwhingatahitanga
Ki te wairua tapu
Ake ake ake,
Āmine

May the grace of the Lord Jesus Christ
And the love of God
And the fellowship of the Holy Spirit
Be with you all
Forever and ever
Amen



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