

13th Educational Psychology Forum:

UNIVERSITY OF OTAGO William James Building

Monday 1 February

INTERNET ACCESS: Look for the **UO_Guest network** – you need to Create an Account
eduroam is also an Internet access method Uni of Otago works with

8:00am Registration desk opens Foyer outside WJ 203

9:00am Mihi Whakatau: Hata Temo, Kaitohu Māori, University of Otago WJ 203
 Opening: Prof Jamin Halberstadt, Head of Psychology Department
 Prof Jeffrey Smith, Dean of College of Education
 Welcome: Dr Elizabeth Schaughency, 13EPF Convenor

Waiata Tautoko: **E tū kahikatea**
Hei whakapae ururoa
Awahi mai awahi atu
Tātou tātou e

Stand like the kahikatea tree
To brave the storms
Embrace and receive each other
We are one together

9:30am – 10:30am Keynote Address: **Poia & Tangiwai Rewi**

Room	Presenters	Presentation Title
WJ 203	Poia & Tangiwai Rewi	Tū ana, tau ana. Confidence + Reassurance = Success <i>Chair: Libby Schaughency</i>

10:30am – 11:00am Kai / Morning Tea Foyer outside WJ 203

11:00am – 12:30pm Concurrent Session #1 – Papers & Workshop

Room	Start	Finish	Presenter/s	Presentation Title	Style
WJ 203 <i>Chair: Rachel Martin</i>	1100	1130	Rachel Martin & Amanda Denston	Understanding how teachers perceive socio-emotional wellbeing (SEW) in themselves and their students: Contributing to the development of a linguistically and culturally responsive SEW framework in Aotearoa New Zealand <i>BUPP</i>	Papers
	1130	1200	Christine Rubie-Davies	Experiences of Māori teachers working in English-medium schools	
	1200	1230	Asher Katene	Meanings of a secure Māori identity through the eyes of rangatahi: A photo-elicitation approach <i>BSP</i>	
WJ 103 <i>Chair: Jackie Hunter</i>	1100	1130	Angelika Anderson	An experimental evaluation of the introduction of Bodyfurn Chairs on on-task and disruptive behaviour in the classroom <i>BSP</i>	Papers
	1130	1200	Alfred du Plessis & Ainslie Howie	BRICKS activities as intervention for fostering resilience, enhancing learning engagement and school attendance in the aftermath of COVID-19 lockdown in the Bay of Plenty/Wairariki region <i>BPP</i>	
	1200	1230	Jackie Hunter	I can do it, because we can do it: Social identity is associated with the growth of personal efficacy via group efficacy	
GL 102a	1100	1200	Aleksandra Gosteva	Play therapy in Early Childhood settings: Practical strategies for addressing learning difficulties and behavioural challenges in times of crisis <i>BSP+BPP</i>	Workshop

Award Codes

<i>BSP</i>	Best Student Presentation	<i>BPP</i>	Best Practitioner Presentation	<i>BUPP</i>	Best University-Practitioner Partnership
------------	---------------------------	------------	--------------------------------	-------------	--

Room Codes

WJ 203	William James Psychology 200 Teaching Lab	WJ 103	William James Seminar Room Wāhi Rūnanga	GL 102a	Goddard Laboratories Year 100 Teaching Laboratories	GL 102b	Goddard Laboratories Year 100 Teaching Laboratories
--------	---	--------	---	---------	---	---------	---

13th Educational Psychology Forum

Monday 1 February (continued)

12:30pm – 1:15pm

Lunch

Foyer outside WJ 203

1:15pm – 2:45pm

Concurrent Session #2 – Papers and Workshop

Room	Start	Finish	Presenter/s	Presentation Title	Style
WJ 203 <i>Chair:</i> David Berg	1315	1345	David Berg & Charles Darr	Contextual factors and achievement in English in New Zealand Primary Classrooms: Findings from the 2019 National Monitoring Study of Student Achievement (NMSSA)	Papers
	1345	1415	Ruby-Rose McDonald	Literacy experiences during lock-down and reading progress after two years of school <i>BSP</i>	
	1415	1445	Maansa Bajaj	Examining the influence of assessment-related factors on students' self-regulated learning strategies	
WJ 103 <i>Chair:</i> Mele Taumoepeau	1315	1345	Noah Romero	Kapwa – Being for the Other in indigenous Philippine psychology <i>BSP</i>	Papers
	1345	1415	Rula Talahma	Well-being of students and whānau in the education system – working alongside former refugees in Dunedin	
	1415	1445	Prashan Casinader	Engaging with New Zealand Mental Health Services: Perspectives and recommendations from young Asian New Zealanders [virtual – live]	
GL 102a <i>Chair:</i> Penelope Watson	1315	1345	Penelope Watson	Gender, interests, and career choice: A fine-tuned exploration of mid-adolescent New Zealand students' perspectives	Papers
	1345	1415	Lifeng Hao	Do teachers maintain their expectation bias for students? A longitudinal investigation <i>BSP</i>	
	1415	1445	Fiona Humphries	"Bureaucratis strangulatum" and other tales from the chalk face: New Zealand teachers' perceptions of and insights into their wellbeing <i>BSP</i>	
GL 102b	1315	1415	Marlize Malan van Rooyen & Ewald Crause	Investing in resilience to strengthen systems around our young people	Workshop

2:45pm – 3:15pm

Afternoon Tea

Foyer outside WJ 203

Award Codes

<i>BSP</i>	Best Student Presentation	<i>BPP</i>	Best Practitioner Presentation	<i>BUPP</i>	Best University-Practitioner Partnership
------------	---------------------------	------------	--------------------------------	-------------	--

Room Codes

WJ 203	William James Psychology 200 Teaching Lab	WJ 103	William James Seminar Room Wāhi Rūnanga	GL 102a	Goddard Laboratories Year 100 Teaching Laboratories	GL 102b	Goddard Laboratories Year 100 Teaching Laboratories
--------	---	--------	---	---------	---	---------	---

12th Educational Psychology Forum

Monday 1 February (continued)

3:15pm – 4:45pm

Concurrent Session #3 –Papers and Workshop

Room	Start	Finish	Presenter/s	Presentation Title	Style
WJ 203 <i>Chair:</i> Jane Carroll	1515	1520	Jane Carroll	INTRODUCTION: Tender Shoots: A shared reading and oral language preventive intervention for parents, educators, and preschool children <i>BUPP</i>	Symposium
	1520	1540	Elaine Reese	Tender Shoots: Narrative outcomes in the first year of school	
	1540	1600	Elizabeth Schaughency	Tender Shoots: Beginning reading outcomes	
	1600	1620	Sarah Timperley	Tender Shoots for ECE: Impact of rich reading and reminiscing on educator-child shared reading interactions <i>BSP</i>	
	1620	1645	Amanda Clifford	Tender Shoots for ECE: Educator-child conversations and developing socio-emotional competencies <i>BSP</i>	
WJ 103	1515	1615	Georgi Toma	From Stress to Strength - strategies to support the wellbeing of educational professionals <i>For attendees in WJ 103, you require Zoom on your devices for Questions to Georgi</i> <i>Use this link: http://tiny.cc/GeorgiToma</i> <i>BSP+BPP</i>	Workshop [virtual – live]
	1615	1645	Jacques van der Meer	Enhancing the success of an under-represented minority group by developing a pre-university course integrating academic and well-being skills <i>BPP</i>	Paper [virtual – pre-recorded]
GL 102a	1515	1615	Jonie Chang	Understanding cultural diversity: Practical strategies for engaging with parents from culturally and linguistically diverse backgrounds in times of crisis <i>BSP+BPP</i>	Workshop
GL 102b <i>Chair:</i> Andre Mason	1515	1545	Andre Mason	"Why is it so hard to ask for help?" Understanding barriers to seeking help among university students <i>BPP</i>	Papers
	1545	1615	Valerie Sotardi	On institutional belongingness and academic performance at University: Mediating effects of social self-efficacy in the classroom and metacognitive strategies	

5.00pm – 6.00pm

Posters

Room	Presenter/s	Poster Title
WJ 203 <i>Chair:</i> Libby Schaughency	Mengnan Li	Board #1: Chinese homeroom teachers expectations and relations with their emotions and students' self-concepts <i>BSP+BPP+BUPP</i>
	Di Ji	Board #2: Chinese heritage language maintenance and identity construction: Investigation on the family language policy of Chinese immigrant families in New Zealand <i>BSP+BPP+BUPP</i>
	Tatyana King-Finau	Board #3: "It takes a village": The role of familial support on suicidal ideation in young rainbow (LGBTQIA+) Māori and Pasifika adults
	Yvonne Mitchell	Board #4: Perspectives of young New Zealanders on Driver licensing and road safety <i>BSP</i>
	Leigh Sanson & Elizabeth Schaughency	Board #5: Inter-relations between sleep problems, daytime sleepiness, sluggish cognitive tempo, and physical activity <i>BPP</i>
	Hyun M Kim	Board #6: Preschool speech-language development of children born to opioid-dependent mothers

7.00pm

Forum Dinner

Manaaki Restaurant, Otago Polytech

8:30am

Registration desk opens

Foyer outside WJ 203

9:00am – 10:30am

Concurrent Session #4 – Papers & Workshop

Room	Start	Finish	Presenter/s	Presentation Title	Style
WJ 203 <i>Chair:</i> Stuart McNaughton	0900	0930	Gail Gillon & Brigid McNeill	Impact of a centre-wide approach to support children's oral language and self-regulation ability <i>BUPP</i>	Symposium
	0930	1000	Elaine Reese & Dione Healey	The Best Start: Fostering the development of children's oral language and self-regulation skills <i>BUPP</i>	
	1000	1030	Stuart McNaughton (Discussant)	Fostering New Zealand children's oral language and self-regulation: The Better Start and Best Start Studies	
WJ 103 <i>Chair:</i> Eddy van Til	0900	0930	Jacquie Tonks	Using the New Zealand Child and Youth Profile with groups transitioning students with complex needs into or out of secondary school	Papers
	0930	1000	Filipa Tomaz & Clinton Rowe	Antifragility – the art of getting stronger in adversity. Reflections on the experiences of the students and families supported by the Intensive Wraparound Service / Te Kahu Tōi, during Covid-19 [virtual – live] <i>BPP</i>	
	1000	1030	Fiona Harkness	Language matters: Developing inclusive, strengths-based practice in an RTLB cluster [virtual – live] <i>BPP</i>	
GL 102a	0900	1000	Aleksandra Gosteva	Addressing teachers' well-being: How to build civil and psychologically healthy workplaces in times of crisis and uncertainty <i>BSP+BPP</i>	Workshop
GL 102b <i>Chair:</i> Max Gold	0900	0930	Angelika Anderson	Use your kind words please: Effects of tootling on student and teacher behaviour in New Zealand primary-school classrooms <i>BSP</i>	Papers
	0930	1000	Mandy Cyprus-Slater	"Thinking good and feeling good" - a project to support student wellbeing and build in-house capacity for future intervention within a local college <i>BPP</i>	
	1000	1030			

10:30am – 11:00am

Morning Tea

Foyer outside WJ 203

11:00am – 12:30pm

Keynote Address:

Aroaro Tamati, Erana Hond-Flavell & Gareth Treharne*Honorary Chair:* Richie Poulton

Room	Presenters	Presentation Title
WJ 203	Aroaro Tamati, Erana Hond-Flavell & Gareth Treharne	Te Kura Mai I Tawhiti: Making a difference for tamariki and whānau through Kaupapa Māori immersion early years education

Award Codes

<i>BSP</i>	Best Student Presentation	<i>BPP</i>	Best Practitioner Presentation	<i>BUPP</i>	Best University-Practitioner Partnership
------------	---------------------------	------------	--------------------------------	-------------	--

Room Codes

WJ 203	William James Psychology 200 Teaching Lab	WJ 103	William James Seminar Room Wāhi Rūnanga	GL 102a	Goddard Laboratories Year 100 Teaching Laboratories	GL 102b	Goddard Laboratories Year 100 Teaching Laboratories
--------	---	--------	--	---------	--	---------	--

12:30pm – 1:15pm Lunch Foyer outside WJ 203

1:15pm – 2:15pm Celebration of Contributions to Practice

Room	Start	Finish	Presenter/s	Presentation Title	Style
WJ 203 <i>Co-Chairs:</i> Max Gold & Mele Taumoepeau	1315	1415	Pip Laufiso Education Advisor Priority Learners Ministry of Education Dunedin	The vaka is already on the moana	Invited Presentation

2:15pm – 3:15pm Reflections on Forum and visions for the future WJ 203

Poroporoaki / Closing and farewell from the Otago organising committee

Waiata for Poroporoaki:	He hōnore He korōria Maungarongo ki te whenua Whakaaro pai e Ki ngā tangata katoa Ake ake, ake ake A..... mine Te Atua Te Piringa Tōku orange (repeat verse) Tōku orange Amine	<i>Honour</i> <i>Glory (to God)</i> <i>Peace of Earth</i> <i>Goodwill</i> <i>To all people</i> <i>Forever and ever</i> <i>Amen</i> <i>Lord God</i> <i>My pillar</i> <i>My sustenance</i> <i>Amen</i>
--------------------------------	--	--

Room Codes

WJ 203	William James Psychology 200 Teaching Lab	WJ 103	William James Seminar Room Wāhi Rūnanga	GL 102a	Goddard Laboratories Year 100 Teaching Laboratories	GL 102b	Goddard Laboratories Year 100 Teaching Laboratories
--------	--	--------	--	---------	--	---------	--

13th Educational Psychology Forum

Delegate List

Quentin Abraham	Greenstone Consultants	Wellington
Mohamed Alansari	NZCER	Wellington
Angelika Anderson	The University of Waikato	Hamilton
Daniela Ashdown	Ministry of Education	Porirua
Maansa Bajaj	University of Canterbury	Christchurch
Marisa Bellamy	Ministry of Education	Dunedin
David Berg	University of Otago College of Education	Dunedin
Tracy Cameron	University of Otago	Dunedin
Amanda Clifford	University of Otago	Dunedin
Mandy Cyprus-Slater	Ministry of Education	Auckland
Charles Darr	New Zealand Council for Educational Research	Wellington
Amanda Denston	University of Canterbury	New Zealand
Alfred du Plessis	Ministry of Education	Rotorua
Michael Foss	Ministry of Education / Learning Support	Tauranga
Elizabeth Gibson	University of Canterbury, Child Well-Being Research Institute	Christchurch
Gail Gillion	University of Canterbury, Child Well-Being Research Institute	Christchurch
Aleksandra Gosteva	The University of Auckland	Rangiora
Lifeng Hao	The University of Auckland	Auckland
Erana Hond-Flavell	University of Otago	Rotorua
Fiona Humphries	University of Otago / Fiordland College	Te Anau
Jackie Hunter	University of Otago	Dunedin
Alice Hyun Min Kim	University of Canterbury, Child Well-Being Research Institute	Christchurch
Di Ji	The University of Auckland	Auckland
Asher Katene	University of Otago	Dunedin
Tatyana King-Finau	University of Otago	Dunedin
Pip Laufiso	Ministry of Education	Dunedin
Mengnan Li	The University of Auckland	Auckland Central
Marlize Malan van Rooyen	Ministry of Education	Auckland
Rachel Martin	University of Otago	Dunedin
Andre Mason	University of Otago	Dunedin
Ruby-Rose McDonald	University of Otago	Dunedin
Brigid McNeill	University of Canterbury	Christchurch
Paddy McNicholl	University of Canterbury, Child Well-Being Research Institute	Christchurch
Yvonne Mitchell	University of Otago	Dunedin
Nadine Prescott	University of Canterbury, Child Well-Being Research Institute	Christchurch
Elaine Reese	University of Otago	Dunedin
Poia Rewi	Te Mātāwai	Wellington
Tangiwai Rewi	University of Otago	Dunedin
Noah Romero	The University of Auckland	Auckland
Christine Rubie-Davies	The University of Auckland	Auckland
Leigh Sanson	University of Otago	Dunedin
Elizabeth Schaugency	University of Otago	Dunedin
Amy Scott	University of Canterbury, Child Well-Being Research Institute	Christchurch
Pamela Seccombe	Ministry of Education	Dunedin
Amanda Serici	Ministry of Education	Lower Hutt
Courtney Sherman	RTL Cluster 28	Wellington
Valerie Sotardi	University of Canterbury	Christchurch
Narina Sutherland	University of Canterbury, Child Well-Being Research Institute	Christchurch
Rula Talahma	Ministry of Education	Dunedin
Aroaro Tamati	Te Kōpae Piripono Māori Immersion ECE	New Plymouth
Mele Taumoepeau	University of Otago	Dunedin
Sarah Timperley	University of Canterbury, Child Well-Being Research Institute	Christchurch
Jacque Tonks	Ministry of Education	Dunedin
Gareth Treharne	University of Otago	Dunedin
Nikki Turpie	University of Canterbury, Child Well-Being Research Institute	Christchurch
Emily Ware	Ministry of Education	Dunedin
Penelope Watson	The University of Auckland	Auckland

Awards Scoresheet

for the presentations that you attend, please award points between 1 – 5, with the following criteria in mind:

Your Name:

Criteria

General Criteria for All Awards:

- Shows clear understanding of the issue (stating the issue addressed and why it is important)
- States conclusions and implications for theory/best practice
- Makes links to cultural responsiveness
- Engages with audience
- Presentation logically organised and easy to follow

Points to award in lower grids:

5. Presentation meets all required criteria perfectly
4. A sound presentation that covered most criteria with confidence
3. Adequate coverage of most criteria – interesting, but could have been better
2. Some weaknesses in presentation that affected its impact
1. Presentation struggled to meet most criteria

Additional Criteria for Specific Awards:

BSP Best Student Presentation	BPP Best Practitioner Presentation	BUPP Best University-Practitioner Partnership
<ul style="list-style-type: none"> • States aim/hypotheses • Explains methodology/results • States limitations, confounding variables, and ideas/thoughts for future research 	<ul style="list-style-type: none"> • States aim of intervention (theory of change) • Describes intervention and evaluation • Discusses limitations, implementation challenges, and ideas/thoughts for next steps 	<ul style="list-style-type: none"> • States aim of the intervention (theory of change) • Describes intervention and evaluation • Discusses challenges and ideas/thoughts for next steps for building capacity through university-practitioner partnerships

NB. Presenters need to self-nominate themselves for any of these awards, when they originally submitted their presentations online

Monday 11:00am – 12:30pm

		BSP	BPP	BUPP
Rachel Martin & Amanda Denston	Understanding how teachers perceive socio-emotional wellbeing (SEW) in themselves and their students: Contributing to the development of a linguistically and culturally responsive SEW framework in Aotearoa New Zealand			
Asher Katene	Meanings of a secure Māori identity through the eyes of rangatahi: A photo-elicitation approach			
Angelika Anderson	An experimental evaluation of the introduction of Bodyfurn Chairs on on-task and disruptive behaviour in the classroom			
Alfred du Plessis & Ainslie Howie	BRICKS activities as intervention for fostering resilience, enhancing learning engagement and school attendance in the aftermath of COVID-19 lockdown in the Bay of Plenty/Waiariki region			
Aleksandra Gosteva	Play therapy in Early Childhood settings: Practical strategies for addressing learning difficulties and behavioural challenges in times of crisis			

Monday 1:15pm – 2:45pm

		BSP	BPP	BUPP
Ruby-Rose McDonald	Literacy experiences during lock-down and reading progress after two years of school			
Noah Romero	Kapwa – Being for the Other in indigenous Philippine psychology			
Lifeng Hao	Do teachers maintain their expectation bias for students? A longitudinal investigation			
Fiona Humphries	“Bureaucratis strangulatum” and other tales from the chalk face: New Zealand teachers’ perceptions of and insights into their wellbeing			

Awards Scoresheet (continued)

Monday 3:15pm – 4:45pm

		BSP	BPP	BUPP
Jane Carroll	INTRODUCTION: Tender Shoots: A shared reading and oral language preventive intervention for parents, educators, and preschool children			
Sarah Timperley	Tender Shoots for ECE: Impact of rich reading and reminiscing on educator-child shared reading interactions			
Amanda Clifford	Tender Shoots for ECE: Educator-child conversations and developing socio-emotional competencies			
Georgi Toma	From Stress to Strength - strategies to support the wellbeing of educational professionals [virtual – live]			
Jacques van der Meer	Enhancing the success of an under-represented minority group by developing a pre-university course integrating academic and well-being skills [virtual – pre-recorded]			
Jonie Chang	Understanding cultural diversity: Practical strategies for engaging with parents from culturally and linguistically diverse backgrounds in times of crisis			
Andre Mason	“Why is it so hard to ask for help?” Understanding barriers to seeking help among university students			

Monday 5:00pm – 6:00pm Posters

A separate **Best Poster Award** will be judged separately to this “delegate vote” system, by two experienced academics, and announced with other Awards on the Tuesday afternoon.

Tuesday 9:00am – 10:30am

		BSP	BPP	BUPP
Gail Gillon & Brigid McNeill	Impact of a centre-wide approach to support children’s oral language and self-regulation ability			
Elaine Reese & Dione Healey	The Best Start: Fostering the development of children’s oral language and self-regulation skills			
Filipa Tomaz & Clinton Rowe	Antifragility – the art of getting stronger in adversity. Reflections on the experiences of the students and families supported by the Intensive Wraparound Service / Te Kahu Tōi, during Covid-19 [virtual – live]			
Fiona Harkness	Language matters: Developing inclusive, strengths-based practice in an RTLB cluster [virtual – live]			
Aleksandra Gosteva	Addressing teachers’ well-being: How to build civil and psychologically healthy workplaces in times of crisis and uncertainty			
Angelika Anderson	Use your kind words please: Effects of tootling on student and teacher behaviour in New Zealand primary-school classrooms			
Mandy Cyprus-Slater	"Thinking good and feeling good" - a project to support student wellbeing and build in-house capacity for future intervention within a local college			