

Contributors

Amir Sadeghi, PhD is currently supporting teachers and whānau, centralising tamariki needs of learning, behaviours and wellbeing. Prior to his current role, Amir was a Lecturer and Researcher at the College of Education, University of Canterbury. His research focuses on language and literacy development among bilingual and multilingual speakers.

Elise James is an independent consultant in international development and education, working largely across the Pacific, Asia and Africa. She is also a qualified early childhood education teacher and a recent Master of Education graduate, currently living in rural New Zealand. She is the president of her local rural Playcentre, and has a strong interest in the education and support of parents as first teachers of their tamariki, both in Aotearoa and further abroad.

Julia Holdom has worked in various roles in early childhood education in New Zealand, and internationally for nine years before becoming a Lecturer in early childhood education at New Zealand Tertiary College in 2016. Through her experiences in teaching and various leadership roles in the wider early childhood sector, Julia has developed a strong professional interest in teacher mentoring and leadership, STEM in the early years, Treaty-Based Pedagogy and culturally responsive practices, and partnerships between kaiako and whānau.

Dr Karyn Aspden is a Senior Lecturer in early years education at the Institute of Education, Massey University. She began her career as a teacher and leader in a range of early childhood services, before moving into Initial Teacher Education. Her teaching and research interests include practicum, professional practice, effective teaching practice, early intervention and infant and toddler pedagogy. The importance of meaningful relationships and intentional teaching is the thread that weaves through each of these areas.

Keshni Kumar has been a Lecturer at New Zealand Tertiary College since 2016. Her research interests are in the field of early childhood curriculum, pedagogy, culture and communities of practice. She intends to build her research capacity and capabilities by undertaking opportunities for research when presented. Keshni has a science background and a master's degree in education with a number of years of teaching experience.

Lesley Rameka is a Senior Research Fellow at the Wilf Malcom Institute of Educational Research, and Poutama Pounamu Education Research and Development Centre at the University of Waikato. She has worked in early childhood education for approximately 35 years, beginning in te kōhanga reo, and working in a number of PD and tertiary education providers, including Te Rito Maioha, Victoria University of Wellington and the University of Waikato. Her research interests relate mainly to *Māori language culture and identity*, focussing on theory and practice development, including curriculum development, assessment, pedagogy, and infant and toddler provision.

Linda Mitchell is Professor of Education at the University of Waikato. Her current research focuses on constructs of belonging for refugee and immigrant families and the role of early childhood education in supporting bicultural belonging in Aotearoa New Zealand. Another longstanding research interest is in the damaging impact of marketisation on early childhood education and the need for alternative policy frameworks. She argues for early childhood centres

to be conceptualised as public services, that promote principles of social justice and respect for rights and an aim to support children growing up in a democracy.

Parisa Tadi, PhD is a Lecturer of Early Childhood Education at the Auckland University of Technology. She has been involved in ECE studies and Initial Teacher Education in various countries. Her research focuses on supporting kaiako/teachers and parents/whānau in inclusive pedagogy and working with diverse tamariki/children.

Raella Kahuroa has taught in early childhood for a number years, and recently completed her PhD. She currently works as a teaching fellow at the University of Waikato. Her current research includes critical pedagogy, and child/teacher interactions.

Ruth Ham has worked at Mangere Refugee Resettlement Early Childhood Centre, as Head Teacher for over seven years. Prior to this she was a teacher in te kōhanga reo for 15 years and a bilingual early childhood centre for another 9 years. She has taken part in a number of research projects including, *Te Whatu Pōkeka: Kaupapa Māori Assessment for Learning: Early Childhood Exemplars*, *Te Whatu Kakahu: Assessment in Kaupapa Maori Early Childhood Practice*, and *Refugee families in early childhood education: constructing pathways to belonging*.

Shu-Yen Law is a Lecturer of Teaching at New Zealand Tertiary College and has a decade of experience working with teachers, student teachers, and children aged 0-6 years. She has a bachelor's degree in Preschool Education and a master's degree in Education. Her previous works give insights to children's comprehension of visual texts and offer strategies to how critical literacy can be promoted through picture book reading sessions. Her professional and research interests include language and literacy, brain development, culturally responsive practices and teacher leadership.