Refugee-background students in Aotearoa: Supporting successful secondary to tertiary education transitions

Publications and Presentations

McLaughlin, T., Cherrington, S., McLachlan, C., Aspden, K., & Hunt, L. (2020). Building a data culture to enhance quality teaching and learning. *Early Childhood Folio, 24*, 3-8. https://doi.org/10.18296/ecf.0080

McLaughlin, T., Cherrington, S., McLachlan, C., Aspden, K. & Hunt, L., (2021, November). *Using data to explore insights to sustained shared thinking to deepen young children's learning*. Paper presented at the NZARE Conference, Wellington, New Zealand. Available at: https://eyrl.nz/presentations/

McLaughlin, T., Cherrington, S., McLachlan, C., Aspden, K. & Hunt, L., (2021, July). *Sustained shared thinking and other learning focused teacher-child interactions: Emerging insights from research.* Paper presented at the PECERA Annual Conference, Wellington, New Zealand. Available at: https://eyrl.nz/presentations/

Cherrington, S., McLaughlin, T., Aspden, K., Hunt, L., & McLachlan, C. (2022). Data, knowledge, action: The use of data systems as auxiliary tools to aid teachers' thinking about children's curriculum experiences and teacher practices. In C. McLachlan et al (Eds.) *Assessment and data systems in early childhood settings: Theory and practice* (pp. 287-308)*.* Singapore. Springer.

Aspden, K., Hunt, L., McLaughlin, T., & Cherrington, S. (2022). Developing teacher-researchers' capacity to support the use of new data systems. In C. McLachlan et al (Eds.) *Assessment and data systems in early childhood settings: Theory and practice* (pp. 309-330)*.* Singapore. Springer.

McLaughlin, T., Cherrington, S., Hunt, L., Gifkins, V., Aspden, K., McLachlan, C., Linton Kindergarten., and Makino Kindergarten. (2022). A data-informed look at how sustained shared thinking can promote child learning and progress, *Early Education, 68,* 45–52. https://eej.ac.nz/index.php/EEJ/article/view/69