

About the Editors

Professor Claire J. McLachlan is Head of School, Te Hononga School of Curriculum and Pedagogy in the Faculty of Education at the University of Waikato in New Zealand. Claire's primary research interests are in early literacy, physical activity, early childhood curriculum, assessment and teachers' beliefs about practice. Her research has predominantly been on literacy in the early childhood setting using mixed methods research, exploring how teachers can be supported to promote literacy understandings in young children, building on the platform of research started with her PhD, which examined teachers' and parents' literacy beliefs and practices with kindergarten children. The main research problem has focused on the role of teachers in promoting children's literacy in the early childhood curriculum. An in-depth understanding of teachers' beliefs and practices concerning literacy offers insights into how to strengthen early childhood teaching and improve outcomes for children and identifies implications for policy and professional learning. Claire's research has drawn the attention of UNESCO, the NZ Ministry of Education, the Education Review Office and the Education Council of NZ, who have sought advice and guidance on literacy in the early childhood curriculum. She has a strong and growing international reputation. Claire has five recent books on curriculum, literacy, and assessment published by Cambridge University Press, Palgrave Macmillan and Elsevier. In 2012 Claire was awarded a Massey University Research Award for distinction in educational research, in 2014 she was appointed to the New Zealand Ministry of Education Early Childhood Research Policy Forum and in 2015 was invited to join the UNESCO Early Reading Panel. Recently, Claire was appointed as a member of the Ministry of Education writing team for the update and revision of the New Zealand early childhood curriculum, Te Whāriki, which is due for release later this year.

Dr Alison W. Arrow, PhD, is a senior lecturer in literacy at Massey University, having graduated from the University of Auckland in 2008. The central focus of Alison's research programme is literacy, primarily the cognitive development of it

and the effective teaching of it. The research programme is built upon basic research into the cognitive components of literacy learning and building a theory of literacy learning. From the understandings of the cognitive components is a research examining teacher knowledge of the components and building models of professional development for providing that knowledge. One of Alison's research areas is professional development in literacy with early childhood education teachers. This research has included the assessment of literacy abilities with children as young as 3-years-old. She has published on the nature of literacy in early childhood and current research is looking at how young children use digital technology at home and school for their literacy learning. The research themes have come together in publications aimed at facilitating policy change and an invitation to join a Ministry of Education working party looking at dyslexia. Importantly it has led to the invitation to design and implement a 3-year \$1.25m project for the Ministry of Education, to improve early literacy outcomes. Dr Arrow has won a number of internal Massey University research grants and in 2012 she was the Massey University College of Education Early Career Research Award Winner.

About the Authors

Ann Anderson is a professor in the Department of Curriculum and Pedagogy at the University of British Columbia. Her research and teaching are in mathematics education in the early years, parent mediation of young children's multi-literacies at home, and family literacy. Prior to joining UBC, she worked in the public school system as a classroom teacher. Ann's research includes working with families from diverse cultural backgrounds to understand ways in which young children's multi-literacies are supported prior to, and in the early years of school. Her research has been funded by the Social Sciences and Humanities Research Council of Canada; UBC Hampton fund; and the UBC HSS fund. She serves as a reviewer for numerous journals in early childhood education and mathematics education.

Jim Anderson is a professor in the Department of Language and Literacy Education at the University of British Columbia. Before joining UBC, he worked in the public school system as a classroom teacher, reading specialist, language arts consultant and assistant superintendent of curriculum and instruction. His research has been funded by the Social Sciences and Humanities Research Council and other agencies. In 2011, he received the Confederation of University Faculty Associations of British Columbia Academic of the Year Award for his work in community and family literacy. He serves on the editorial board of several journals and is a member of the Advisory Board of the Goodling Institute for Research in Family Literacy and the Literacy Research Panel of the International Literacy Association.

Gunhild Tomter Alstad is an Associate Professor in the Faculty of Education and Natural Sciences at Hedmark University of Applied Sciences, Norway. She received her PhD in linguistics from University of Oslo in 2014. Her dissertation focused on second language teaching practices in early childhood education. Her publications

include *Andrespråk og flerspråklighet i barnehagen* (Second Language and Multilingualism in Early Childhood Education). She is co-editor of *NOA norsk som andrespråk* (Norwegian as Second Language), the Norwegian journal of second language research. Her research interests involve child language, emergent literacy, multilingualism, teacher language awareness and second language teaching. She is currently engaged in research projects on professional development of early childhood educators teachers in linguistically diverse contexts.

Professor Dorit Aram is the head of the School Counseling Program in Tel Aviv University's School of Education, Israel. Her research focuses on adult-child literacy interactions and their implications for early literacy and socio-emotional development, in Hebrew and Arab communities. Addressing needs in special populations, her work examines these interactions in parent-child dyads of children with special needs and from low socioeconomic background. Professor Aram has conducted early interventions aimed at improving kindergarten and preschool teachers' as well as parents' mediation and children's early literacy and socio-emotional development.

Anna Bolt is a head teacher at Glyncollen Primary School in the United Kingdom and has a longstanding interest in literacy. She participated in the study described in this text with Sue Lyle and has previously studied at University of Trinity St. David's, with Sue Lyle as a supervisor.

Dr Barbara D. DeBaryshe is a faculty Specialist at the University of Hawai'i at Mānoa Center on the Family. Her research addresses early childhood literacy, professional development models for preschool teachers, family educational involvement, and social indicators of childhood wellbeing. Dr. DeBaryshe has received numerous grants including two Early Reading First awards. She also serves as an external evaluator for projects on early childhood health and the transition from foster care to independent living.

Shimrit Abiri has a master's degree in special education from Tel Aviv University's School of Education, Israel. Her research, together with Professor Aram focuses on adult-child literacy interactions and their implications for early literacy and socio-emotional development. Mrs. Duvdevany is Behavior Analysis and working with children with special needs and their parents.

Lili Elad-Orbach has a master's degree in special education and a Master's degree in counselling from Tel Aviv University's School of Education, Israel. Her research, together with Professor Aram focuses on adult-child literacy interactions and their implications for early literacy and socio-emotional development. Mrs. Orbach is working and teaching young children with special needs where she continues to apply interventions which came out from her thesis.

Kailey Pearl Ennis completed her Master's degree in clinical psychology, with an applied developmental emphasis, at the University of Guelph. Her interest in early literacy began during her Bachelor's degree. Through her work with Mary Ann Evans, her interest continued to evolve throughout her graduate education and became focused on the influence of temperament and parent-child interactions in

the development of language and literacy. She continues to use and develop her understanding of early literacy in her position as a Psychological Services Consultant for a large school board in Southwestern Ontario. Kailey is currently a supervised practice member of the College of Psychologists of Ontario and is working towards full registration as a Psychological Associate.

Mary Ann Evans graduated with her Ph.D. from the University of Waterloo in 1980. She is a Professor of Psychology at the University of Guelph and registered psychologist in the province of Ontario. She has received the Department of Psychology Teaching Award twice and the President's Distinguished Faculty Award in 2005, and is a Fellow of the Canadian Psychological Association. As a project leader in the Canadian Language and Literacy Research Network, and researcher funded by the Social Sciences and Humanities Research Council of Canada, her research with her graduate students has focused on home literacy experiences, emergent literacy, parent-child shared reading, alphabet books, and social, cognitive and linguistic aspects of children's. Her paper in the present volume blends her interest in literacy and shyness.

Dr Brian Finch has been a senior lecturer in literacy education at Massey University, New Zealand. He taught in urban and country primary schools before becoming an initial teacher literacy educator. His research focuses on children's learning and their understandings in the oral, written and visual modes of language. His doctorate focused on children's understandings resulting from repeated viewing of a feature film. He has published and presented at conferences in the UK, USA and Australia as well as in New Zealand. Recent studies have investigated children's literary understandings and the use of iPads in Early Years Centres and the first year in school. Research ideas are often generated by observing and interacting with his grandchildren; so far there has obligingly been a newborn every year or two to pose new questions as the technology context changes.

Nicola Friedrich is a PhD Candidate in the Department of Language and Literacy Education at the University of British Columbia. Her research interests are in early literacy and family literacy. She has worked as a Graduate Teaching Assistant and Research Assistant at the University of British Columbia and as a Teaching Assistant at the University of Colorado at Colorado Springs. Over the course of her program, Nicola has been a member of two research projects involving families from immigrant, refugee, and Aboriginal communities. She received funding for her doctoral research from the Social Sciences and Humanities Research Council. Prior to entering her doctoral program, Nicola worked as a classroom teacher, reading clinic teacher, and special subject tutor.

Kathleen Tran Gauci received her PhD in the Department of Educational Psychology at the University of Hawai'i at Mānoa. Her research interests include Vygotskian perspectives on enhancing teacher-child interactions and the use of place-based learning in preschool curriculum. She is also interested in how teachers' and children's connections, or their sense of place, play a role in instruction and learning.

Professor Pauline Harris is the Lillian de Lissa Research Chair, Early Childhood (Research) at the University of South Australia, in partnership with the South Australia Department for Education and Childhood Development. Professor Harris has an international reputation in early childhood research, with particular expertise in children's language, literacy and literature; children's voices, participation and citizenship; and matters related to the nexus of early childhood research, policy and practice. Professor Harris is the Director of the de Lissa Early Childhood and Family Studies Research Group; and among other roles is adviser and researcher in child friendly and children's voices initiatives and early years literacy initiatives.

Kauanoë Kamanā is Director of P-12 Laboratory School Programing at Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. She is also president of the 'Aha Pūnana Leo founded in 1983 to reestablish Hawaiian medium education beginning with preschools taught through the language. She and her husband, William H. Wilson, raised and educated their two children totally through Hawaiian from preschool at the Pūnana Leo O Hilo through to high school graduation at the College's laboratory school site Ke Kula 'O Nāwahīokalani'ōpu'u. They have also worked closely together in establishing and expanding Hawaiian language medium education throughout Hawai'i. Kauanoë's primary research interests and expertise are in the development of contemporary Hawaiian schooling through a distinctive base in the indigenous language and its heritage.

Lise Iversen Kulbrandstad is a Professor of Norwegian at Hedmark University of Applied Sciences in Norway. Her main research interests are literacy, second language learning, and professional development of teachers in kindergarten and schools. She has published several books and articles; among them *Lesing på et andrespråk* (Reading in a Second Language, 1998), *Lesing i utvikling* (Reading Development, 2003) and *Klasseromskulturer for språklæring* (Classroom Cultures for language learning, 2008). She edited *NORDAND*, the Nordic journal of second language research 2006–2010, was rector of Hedmark University of Applied Sciences 2007–2015, and is now member of the Norwegian Minister of Education's expert group on teachers. As of 2015, she is a guest Professor at Karlstad University in Sweden. Her current research project is Encounter with texts in the 5th grade.

Dr Sue Lyle has been an educator for 42 years as a Classroom Teacher, Advisory Teacher for Language and Intercultural education, Curriculum Developer for both primary and secondary schools and for 20 years in Higher Education as a Teacher Educator. In this role she has trained primary and secondary school teachers and led Continuing Professional Development for practicing teachers. Retired from full time work at Swansea Metropolitan University she established Dialogue-Exchange, a consultancy to promote dialogic education and the rights of the child. Sue developed the Storytelling Curriculum approach to literacy development for 3–7 olds and is currently working with early childhood educators to develop a rights-based approach to equity in practice. Sue is a senior trainer in Philosophy for Children and an active researcher and writer.

George Manolitsis is an Associate Professor of Educational Psychology and Early Childhood at the University of Crete, Greece. He is also head of the Department of Preschool Education. He also served as a visiting Assistant Professor at the University of Cyprus and as an adjunct faculty member at the Open University of Cyprus and the Hellenic Open University. His research work is particularly concerned with early literacy learning, early predictors of literacy difficulties in primary school children, home literacy environment and cross-linguistic dimensions of literacy development. A primary area of his research focuses on the contribution of early metalinguistic skills to later literacy development and specifically on the relations between early morphological awareness with reading and spelling achievement. His research has been funded by grants from the Special Research Account at the University of Crete, the Social Sciences and Humanities Research Council of Canada, and the European Union Commission.

Dr Karen McLean is a Senior Lecturer in the Faculty of Education and Arts and member of the Learning Sciences Institute Australia at Australian Catholic University. Karen's research interests are focused on literacy and technology in the early years of education, including pedagogical approaches, play based learning and digital technologies. Her current work in playgroups investigates the role of playgroups in building community capacity and enhancing early years learning outcomes.

Laura Teichert is a PhD Candidate in the Department of Language and Literacy Education at the University of British Columbia. Her research interests are in early literacy, family literacy and digital literacy. Laura has worked as a Research Assistant in the Faculty of Education at the University of British Columbia and at Western University in London, Ontario. Prior to entering her doctoral program, Laura worked as an Early Literacy Specialist with the Ontario Early Years program and currently works as an enrichment teacher with a private education centre in Vancouver. For her doctoral dissertation, she is studying 4 and 5 year-old children's digital tool use as they transition into Kindergarten.

William H. Wilson is chair of the Academic Programs Division of Ka Haka 'Ula O Ke'elikōlani, the state of Hawai'i's Hawaiian language college at the University of Hawai'i at Hilo. Wilson has written the proposal for every program in the college from its initial B.A. and teacher education certificate through to its current Ph.D. Pila has also been instrumental in the development of Ka Haka 'Ula's P-12 Hawaiian medium laboratory school Ke Kula 'O Nāwahīokalani'ōpu'u. Pila and his wife, Kauanoe Kamanā, were among the first couples in Hawai'i to revitalize Hawaiian as the language of their home. Wilson sees his training in historical linguistics as providing him a distinctive base from which to serve the development of Hawaiian language medium education.

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