

References

References cited in the overview to the resource and the background to the inquiries. Note that where relevant, online links to suggested additional materials that support learning are provided with the inquiry.

Advertising Standards Authority. (2021). Alcohol Advertising and Promotion Code. https://www.asa.co.nz/codes/codes/alcohol-advertising-and-promotion-code/

Arnold, P., Trinick T., & Pfannkuch, M. (2022). Statistical investigations | Te tūhuratanga tauanga: Understanding progressions in The New Zealand Curriculum and Te Marautanga o Aotearoa. NZCER.

Barber, C., Hetrick, S., Edmonds, L., Taylor, R. W., Alansari, M., Signal, L., Haszard, J., Oldehaver, J., Galland. B., & Members of the School Start Time Study Advisory Group. (2023). Sleep-in to stay well: Addressing school start times for the health and wellbeing of teens in Aotearoa., 136(1568). https://nzmj.org.nz/journal/vol-136-no-1568/sleep-in-to-stay-well-addressing-school-start-times-for-the-health-and-wellbeing-of-teens-in-aotearoa

Classification Office. (2021). The edge of the infodemic: Challenging misinformation in Aotearoa. https://www.classificationoffice.govt.nz/resources/research/the-edge-of-the-infodemic/

Feekery, A., Jeffrey, C., with McKeagg, S., & Kara, H. (2018). Rauru Whakarare Evaluation Framework. https://learningessentials.auckland.ac.nz/finding-information/evaluating-sources/rauruwhakarare/

Fitzpatrick, K., Wells, K., Tasker, G., Webber, M., & Reidel, R. (2018). Mental health education and hauora: Teaching interpersonal skills, resilience and wellbeing. NZCER.

Fleming, T., Ball, J., Peiris-John, R., Crengle, S., Bavin, L., Tiatia-Seath, J., Archer, D., & Clark, T. (2020). *Youth19 Rangatahi Smart Survey initial findings: Substance use*. Youth19 Research Group, The University of Auckland and Victoria University of Wellington. https://www.youth19.ac.nz/publications/2020/8/12/youth19-rangatahi-smart-survey-initial-findings-substance-use

Fleming, T., Tiatia-Seath, J., Peiris-John, R., Sutcliffe, K., Archer, D., Bavin, L., Crengle, S., & Clark, T. (2020). Youth19 Rangatahi Smart Survey, initial findings: Hauora hinengaro / emotional and mental health. The Youth19 Research Group, The University of Auckland and Victoria University of Wellington. https://www.youth19.ac.nz/publications/emotional-and-mental-health-report

Foundation for Alcohol Research and Education (FARE). (2023). Alcohol advertising on social media platforms — A 1-year snapshot. https://fare.org.au/alcohol-advertising-on-social-media-platforms/

Lowdown. (n.d.). Friendships. https://www.thelowdown.co.nz/article/friendships

Ministry of Education. (2022). Literacy & Communication and Maths Strategy. https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/literacy-and-communication-and-maths-strategy/

Ministry of Education. (2022). Mental health education: A guide for teachers, leaders, and school boards. https://newzealandcurriculum.tahurangi.education.govt. nz/mental-health-education-guide/5637165639.p

Ministry of Justice. (2020). Key points for the public (Sale and Supply of Alcohol Act 2012). https://www.justice.govt.nz/justice-sector-policy/key-initiatives/sale-and-supply-of-alcohol/key-points-for-the-public/#not-your-kid

National Library. (n.d.). Understanding inquiry learning. https://natlib.govt.nz/schools/school-libraries/library-services-for-teaching-and-learning/supporting-inquiry-learning/understanding-inquiry-learning

National Library. (n.d.). Supporting inquiry learning in kura kaupapa Māori. https://natlib.govt.nz/schools/school-libraries/stories/supporting-inquiry-learning-in-kura-kaupapa-maori

Netsafe. (2019). Ngā taiohi matihiko o Aotearoa—New Zealand kids online. https://netsafe.org.nz/childrentechnology-access-use-skills-opportunities-2019/

Netsafe. (2020a). A guide to social media settings. https://netsafe.org.nz/advice-to-deter-abusive-behaviour/a-guide-to-social-media-settings/

Netsafe. (2020b). Social media advice for parents. https://netsafe.org.nz/social-media-parents/

Pacheco, E., & Melhuish, N. (2018). New Zealand teens' digital profile: A factsheet. Netsafe. https://netsafe.org.nz/wp-content/uploads/2018/02/NZ-teens-digital-profile_factsheet_Feb-2018.pdf

Peacock, C. (2022, May 22). Slaves to the algorithm? RNZ. https://www.rnz.co.nz/national/programmes/mediawatch/audio/2018842459/slaves-to-the-algorithm

Royal Society Te Apārangi Expert Advisory Panel. (2021). Pāngarau mathematics and tauanga statistics in Aotearoa New Zealand. https://www.royalsociety.org.nz/assets/Pangarau-Mathematics-and-Tauanga-Statistics-in-Aotearoa-New-Zealand-Digital.pdf

Scott, M. (2021, August 5). Teens looking in the cracked mirror of social media. Newsroom. https://www.newsroom.co.nz/teens-looking-in-the-cracked-mirror-of-social-media

Tāhūrangi — New Zealand Curriculum. (n.d.a). Critical thinking and critical action. https://newzealandcurriculum.tahurangi.education.govt.nz/critical-thinking-and-critical-action/5637166568.p

Tāhūrangi — New Zealand Curriculum. (n.d.b). *Hauora* (health models). https://newzealandcurriculum.tahurangi.education.govt.nz/hauora/5637172340.p

Tasker, G. (1999). Action Competence Learning Process (ACLP). Tāhūrangi — New Zealand Curriculum. https://newzealandcurriculum.tahurangi.education.govt.nz/actioncompetence-learning-process/5637165815.p

Tūturu. (2022). Supporting student-led action: Helping students promote wellbeing through learning-based activities. https://tuturu.org.nz/toolkit/supporting-student-led-action

tātara.

