

Ko te manu e kai ana i te miro, nōna te ngahere.

Ko te manu e kai ana i te mātauranga, nōna te ao.

The bird that partakes of the miro berry reigns in the forest.

The bird that partakes of the power of knowledge has access to the world.

## IEDP REPORT BACK

by Robyn Stead

### It has been a busy year for the IEDP Committee.

In August, Michele Blick stepped down as Chairperson and there has been a smooth transition to a new Chairperson (Robyn Stead).

This year we developed a professional discussion platform. The structured discussions provide a format for participants to participate to the degree that they are comfortable with. The first professional discussion focused on managing transitions during Covid-19 lockdowns for both educational psychologists and children/young people.

We ran a series of three professional development sessions focusing on using cognitive assessment in the Aotearoa/New Zealand

context, ably led by committee member Polly Schaverien. Our audience widened to include psychologists from other scopes.

The fluency of the committee with the use of online meetings and webinars made it easy to connect with our members, even during periods of limited face-to-face contact. The IEDP has received special mention from National Office for demonstrating our leadership in this area.

Michele Blick ably represented the IEDP at the Psychologists in Education Workforce Group (PEWG). The PEWG is made up of representatives from the Ministry of Education and the three universities that train psychologists for work in the education sector. The PEWG was very active during 2020 responding to issues arising from Covid-19.

The IEDP has advocated on behalf of members around

scopes of practice. Some members raised concerns about limits on the work of psychologists registered in the education scope. The IEDP committee is currently working collaboratively with the Psychologists' Board to develop some clarity around this issue.

Our [Facebook](#) page is a place for us to share timely information as well as light-hearted memes or thoughts that help us to keep smiling.

Next year is shaping up to be an exciting year with the possibility of a conference in Auckland that can be attended in person. Look out for a social event run by the IEDP at the conference. We are working on professional discussion and professional development opportunities for our membership and other psychologists. Our newsletter will continue. In 2021 we will be looking for nominations for the Marie Clay award.

## NEW IEDP COMMITTEE MEMBERS

### Robyn Stead - Chairperson

Robyn is the new IEDP Chairperson. She is an educational psychologist with a background in teaching and the Resource Teacher Learning Behaviour (RTLB) service. She has been in private practice since 2018.

### Katrina Stephenson - Student representative

Katrina is the new IEDP student representative. Katrina was a primary school teacher before becoming a RTLB teacher. She has just completed Part 1 of the Masters of Educational and Developmental Psychology through Massey University. In her spare time she enjoys horse riding, running and listening to ever-growing numbers of podcasts! Katrina is happy to be contacted in regard to questions about postgraduate study, specialist teaching ideas and activities. [katrina.s@takp.school.nz](mailto:katrina.s@takp.school.nz)

### Margaret McNally - Acting Secretary

Margaret has kindly stepped back into the role of secretary (as no one else was forthcoming). Margaret first joined the IEDP in 2016.

### Jo Orchard - Outgoing student representative

Jo is stepping down from her role as student representative. We all wish her well for her upcoming oral exams.

## THANK YOU MICHELE

by Robyn Stead

### Thank you to Michele Blick who is the immediate past chairperson of the IEDP.

Michele took over as chairperson of the IEDP in 2017. During her tenure she has led a range of initiatives all of which have enhanced the mana of the profession of educational psychology. From a briefing to the incoming minister after the 2017 national election, submissions on the Tomorrow's Schools Review, participation in the Psychologists in Education Workforce Group, handling media enquiries and supporting the activities of the committee, Michele has been the face of the IEDP for the past three years. She has done so with good humour, a calm demeanour, and with intelligence and clear thinking. Michele is the prime example of the old truism, if you want a job done, ask a busy person. Michele is a mother, works full time as an educational psychologist and devotes many hours of her free time to advancing educational psychology through her work with the IEDP and broader Society.

On behalf of the IEDP I would like to wish Michele well as she steps back from her current IEDP role.

## NEW ED PSYCH PROGRAMME DIRECTOR

Dr Kelly Carrasco has recently taken up the helm as the new programme director of the Postgraduate Diploma in Educational Psychology Practice at Victoria University of Wellington. Kelly moved to Aotearoa to become part of the University's Educational Psychology department in January 2020. She is a registered educational psychologist in New Zealand and a licensed psychologist in the United States of America (Hawaii). She also holds the National Certification in School Psychology (USA) and is credentialed with the National Register of Health Service Psychologists (USA). Her primary research interests focus on associated features of and interventions for Attention Deficit Hyperactivity Disorder (ADHD). She is also interested in the development of executive functioning and language skills in children with ADHD.

Kelly will bring a wealth of knowledge and expertise to the curriculum and she is looking forward to working collaboratively with educational psychology colleagues to roll out the internship block course in mid-January 2021.

## UPDATE ON THE SCHOOL ENTRY ASSESSMENT KETE

by Sonia Glogowski – Project Lead, Ministry of Education

The Ministry of Education is in the process of developing a kete of assessment and information-gathering tools to support teachers and whānau in a learner's transition to school. This project originated from former Associate Minister of Education, Tracey Martin's response to a 2016 Select committee inquiry into dyslexia, dyspraxia and autism, and resulted in the Ministry's [Learning Support Action Plan](#). Subsequent to this, in April 2019, a sector reference group identified five domains considered important in foundational learning and development. These are: literacy, oracy, numeracy, social and emotional.

Current research revealed a need to support schools and teachers with a more consistent and systematic approach to learners' progress in phonological and phonemic awareness. The University of Canterbury's [Better Start Literacy Approach](#) has been selected for piloting in 2021 as it meets several key requirements. These include:

- ♦ a robust New Zealand research-base with school trials inclusive of all learners

- ♦ assessment tools that are efficient and strengths-based
- ♦ the ability to provide accurate, manageable information for teachers and whānau in terms of identifying next learning steps and any additional support or interventions required.

Identification of suitable existing tools for the remaining areas has proved more difficult, particularly in the areas of social and emotional development for diverse learners. However, school-based initiatives that have emerged from both the Dunedin Study and the Growing Up in New Zealand Study are promising. A scoping paper for identifying numeracy and communicative capabilities has been contracted and is due to the Ministry mid-November 2020. The team is also in a co-design process with sector representatives on how the various sources of information might come together to form a rich learner profile. This includes whānau and student voice to ensure the emphasis is on a wholistic and ecological approach that notices, recognises and responds to developmental and learning patterns and variance, in positive ways. More consultation is planned for 2021. For further information please contact Bri Bedendo, Project coordinator:

[Brigitte.Bedendo@education.govt.nz](mailto:Brigitte.Bedendo@education.govt.nz)

## VICTORIA UNI OF WELLINGTON AUTISM CLINIC

by Hannah Waddington

Despite disruptions due to Covid-19, the Victoria University of Wellington autism clinic has provided services to 50 new young children with, or showing signs of, autism this year. They have also published articles on the effects of coaching teachers to deliver therapy in a kindergarten environment (Tupou et al., 2020), Early Start Denver Model (ESDM) "playdates" (van Noorden et al., 2020), and parent perceptions of ESDM parent coaching (Waddington et al., 2020). They have received funding to evaluate the inclusion of older siblings without autism in the provision of early intervention, and to run a randomised controlled trial evaluating the effects of a combination of ESDM parent coaching and direct therapy.



## INTRODUCING ... MICHELE BLICK

**Each newsletter we feature an educational psychologist to help build connections within our profession. Today, we feature Michele Blick.**

### What led you to become an educational psychologist?

I started my career as a teacher. I taught in Wellington, Auckland and Los Angeles. Some of the primary and intermediate schools were reasonably large while some were small. The most challenging teaching experience from the point of view of delivering the curriculum was when I taught at a two-teacher school in Wellington. I taught half the school (New Entrants to Standard 1) and the other teacher taught the other half (Standards 2 to 4). Given the range of ages and abilities, the planning was incredibly time consuming because every child was on an individual plan.

I loved teaching but the longer I taught, the more I became aware of how much I didn't know. For example, I had been trained in the whole language approach. The thinking was that if children were surrounded by print, learning to read occurred by osmosis. But I noticed this wasn't happening for some children and I had no idea what to do despite seeking guidance and

advice. Everything I read was underpinned by the whole language approach. I had a thirst for knowledge but, as a teacher in the 1990s, didn't know how to access evidence-based research. When I was living in Los Angeles I enrolled in a Masters with a focus in literacy. I taught during the day and studied at night. This was in the late 1990s and, despite the beginnings of a shift away from whole language, it was still strong in California. So, my Masters was more of the same – Goodman, Holdaway, Smith, Clay ... It was confusing, here I was with a Masters in literacy and I was even teaching in the Master's course in the evenings at California State University, Los Angeles, yet I felt uneasy. What I had been studying at the postgraduate level and how I was teaching still didn't sit right with me. I knew there was more to know but I didn't know what that was. This included knowing how to support children with complex needs. At this time there was little awareness of conditions such as Autism Spectrum Disorder (ASD) yet I was teaching children who presented with ASD behaviours. I didn't know how to support these children and my lack of knowledge was unsettling. I started to feel that I wasn't doing my best for some children and that felt incredibly uncomfortable.

I returned to New Zealand in 2001 and happened to hear Professor Tom Nicholson interviewed on Radio New

Zealand. This was a light bulb moment for me. What he was saying made sense – finally. I was so excited! I bought his book (Reading the writing on the wall: Debates, challenges, and opportunities in the teaching of reading) and emailed him. He graciously replied. Little did I know that he would be my supervisor when I did my Masters of Educational Psychology thesis investigating reading difficulties.

Once the last of my four children started school, I reflected on my career and thought about what I would do. Would I return to teaching? Consider a PhD in literacy? I realised what was missing for me and knew that I needed to add psychology to my education knowledge because this would fill the gaps I had identified. Before enrolling in the Educational Psychology programme at Massey University, I needed to complete several 300 level psychology papers. I felt excited and energised about what lay ahead because I knew I had made the right decision. However, the journey towards becoming an educational psychologist was incredibly challenging at times. Just when I enrolled in the undergraduate psychology papers my marriage ended and I became the breadwinner and full-time parent of four school-age children. While studying, I worked multiple jobs because I was of the age that I did not qualify for a study allowance.

Thankfully I had the opportunity to do my internship at an RTLB cluster. Thus I had a salary and was able to complete my training and realise my dream of becoming a psychologist. Over those years, I learned a lot about how to manage stress and how to parent in a calm way. What kept me going was my absolute determination to be an educational psychologist. And it was all worth it!

### What is your work context and what does an average day look like?

I am currently working at an RTLB cluster covering a geographic region of 49 schools. I have a caseload of referrals from primary, intermediate and secondary schools as well as early childhood education transitions. The referrals are for individual students, groups of students, and systems-level work. I spend a lot of time in schools but also do home visits. While my support is focused on the school context, I work ecologically and collaboratively so, at times, I provide guidance to families and access additional support as needed.

I feel strongly about continuing to develop and strengthen my skills as a psychologist. Thus, in the weekends I work therapeutically with children and young persons and sometimes complete psychoeducational assessments. This year I have

been accredited to deliver the Cool Kids programme (Macquarie University) so am working with children and adolescents who are struggling with anxiety.

### What do you enjoy about your work?

It is a privilege to support children, young persons, families, and educators to understand situations and build their capacity to respond with solutions. It is heartening to see people blossom and thrive.

In addition to the importance of developing good interpersonal and communication skills, I love the intellectual stimulation that I experience as I strive to be an effective psychologist. Due to the depth and breadth of knowledge and skills required, I am constantly reading, viewing webinars, attending professional development and listening to podcasts to ensure that I stay abreast current research and practice. The greatest challenge is managing the feeling that I don't have enough time to read and do everything I want to do. The stack of articles and books that I want to read can feel overwhelming at times and the pile never reduces but continues to grow!

I also welcome opportunities to honour Principle 4 of our Code – Social justice and responsibility to society. As a psychologist, I feel an obligation to advocate for

those in our society who are vulnerable and in need. In addition to doing so through my day to day work, as a member of the IEDP committee I had opportunities to do so at a national level.



### What advice would you give to students studying to become a psychologist?

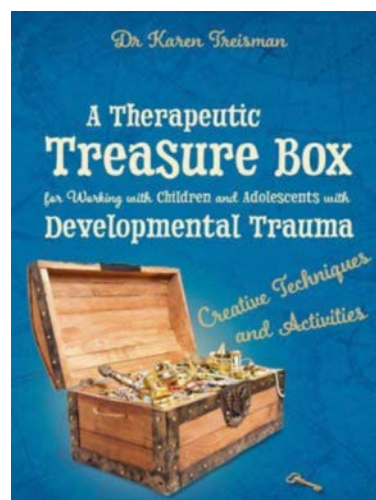
Excuse the exuberance but, for me, being a psychologist is the most wonderful profession! The path to becoming a psychologist is challenging and rigorous, as it should be, but hang in there. Once registered, there is huge scope to be able to follow your interests and build on your strengths. Make the most of opportunities to connect with other psychologists. Find psychologists with whom you can engage in peer supervision. Make sure you carve out time to stay up to date with research.

Our work is broad and deep so we need to have access to research at our finger tips whether it's to evaluate the evidence of an intervention we are considering or preparing for a presentation. There's so much available and it can be overwhelming so set up systems to file research. I have increased my google drive capacity for this purpose. Once you are no longer a student, I encourage you to become a full member of the New Zealand Psychological Society. This is your professional body and membership will contribute to your growing knowledge and skills as a psychologist.

### What book would you recommend to educational psychologists?

I have so many books and my professional library has recently expanded thanks to Peter Coleman kindly gifting me his books now that he has retired. I am currently reading *The body keeps the score: Brain, mind and body in the healing of trauma* (Bessel van der Kolk) and *Why zebras don't get ulcers* (Robert Sapolsky). *The dyslexia debate* (Julian Elliott & Elena Grigorenko) is one of my favourites and I continue to refer to it. *The handbook of child and adolescent clinical psychology: A contextual approach* (Alan Carr) is an excellent reference book packed with information. I have also been reading David Kilpatrick's books which are helpful for those who want up to date reading research. I

recently purchased *A therapeutic treasure box for working with children and adolescents with developmental trauma: Creative techniques and activities* (Karen Treisman) and *Creative ways to help children manage big feelings: A therapist's guide to working with preschool and primary children* (Fiona Zandt & Suzanne Barrett). These books are full of creative ways of engaging with children. When helping children to understand their thoughts, feelings and behaviour, I enjoy reading to them the series of picture books by Kay Al-Ghani (e.g. *The green-eyed goblin*, *The panicosaurus*, *The red beast*). *Professional practice of psychology in Aotearoa New Zealand* (edited by Waikaremoana Waitoki, Jacqueline Feather, Neville Robertson & Julia Ricklidge) is a must have for any psychologist practicing in Aotearoa New Zealand.



### What does the future hold for you professionally?

The future feels incredibly exciting – there is so much I could do and want to do! Due to the current uncertainty created by Covid, I am grateful to have a steady job and income so have put on hold plans to move into private practice. However, when I do make the move, there are many professional opportunities to pursue. This includes working therapeutically with children and young persons, upskilling families as well as contracting to various organisations. Due to my years working as a teacher, I understand school systems and feel comfortable working in this setting. Schools are starting to employ psychologists either in a full-time or part-time capacity so there are work opportunities available. A couple of weeks ago I was invited to present at a conference. While the thought of presenting to a large group and the hours of preparation are both daunting, I always accept these invitations because it builds my public speaking skills and provides me with an opportunity to reflect on a particular topic, synthesise the research and share practitioner knowledge. As we know, when we teach something we deepen our understanding.

## PODCAST PD

by Kate Garland

### We all wear it differently

After a break to have a baby, Amy from the We all Wear it Differently podcast, is back. I particularly enjoyed her interview with [Russ Harris](#) that explored the myths and misinterpretations around mindfulness. In fact, Russ explained he feels there is so much confusion and misinterpretation about what mindfulness is, that he now encourages people to talk about the specific skills within mindfulness (ie focused thought), than use the term mindfulness.

Russ also talked through an exercise, he calls dropping the anchor, which uses mindfulness techniques.

### Reading League Teaching, Reading and Learning podcast series

I've been following the Reading League for a while so I was pleased to see they've added another string to their bow—the [Teaching, Reading, and Learning](#) podcast. So far, Dr David Kilpatrick and Louisa Moats have been interviewed, with both giving an interesting history of how their careers developed as well as thoughts for the future direction of literacy and learning.

### Goodfellow Unit podcast series

Although the Goodfellow Unit podcast series is designed for

general practitioners, I found it useful for my educational psychology practice, especially as the interviewees are based in New Zealand and refer to health and education systems in Aotearoa. I recently listened to Dr Colette Muir, a developmental paediatrician who works at Auckland District Health Board. Over two podcasts, Dr Muir discussed [assessment and diagnosis](#) and [management](#) of attention deficit hyperactivity disorder (ADHD). As a referrer of children to district health boards for ADHD and other assessments, I found that Dr Muir shed light on what can sometimes feel like a dark hole. She described that she primarily recommends behavioural and environmental strategies to manage ADHD, as well as medication options. She also recommended a book, [ADHD Go-to Guide: Facts and strategies for parents and teachers](#), which is now on my reading list.

### Werry Workforce Lunchtime learning

[Werry Workforce lunchtime learning sessions](#) are a great way to keep informed about mental health and other issues through short video presentations. I particularly enjoyed [Sam Rodney-Hudson's](#) session about the [Melon Manual](#) – a digital self-management tool for young people to support emotional wellness and chronic conditions. The manual has downloadable worksheets and

images, alongside videos from a youth counsellor and personal stories from rangatahi. I especially liked the cartoon videos that explain techniques such as grounding and mindfulness. Although not explicitly stated, the strategies appear to be based on Acceptance and Commitment Therapy (ACT), so the manual could be a useful resource to support ACT work. I enjoyed a quote from the Melon Manual, which said “anxiety is conspiracy theories about yourself”



### The Flipside

Also produced by Melon Health is the podcast series called [The Flipside](#), which provides a youth perspective of mental health. Well worth a listen.

### Music helps learning

I think Kathryn Ryan on Radio New Zealand regularly interviews interesting guests about children and learning. I particularly enjoyed listening to an interview with [Dr Anita Collins](#) who shares her research that shows that learning music can help children's learning.

## BENEFITS OF SUPERVISING INTERNS

**It's that time of year - when one cohort of educational psychology interns complete their internships and another looks for their placement. Kate Garland asked Margaret McNally her thoughts on supervising an intern.**

**How long have you been a supervisor?**

Seven years supervising in general and two years with interns.

**How did you choose your supervisee?**

My supervisee was paired with me by the Ministry of Education. We are in the same team.

**How often do you meet for supervision?**

Every week, for about two hours. Being in the same team means that we can also catch up daily on what is happening.

**What has challenged you about being a supervisor?**

I think that being a supervisor reminds you about how you should be practising. Sometimes we get so busy we get behind on keeping track of our own CCPs [Continuing Competency Plans] and the like.

**What have you learnt from being a supervisor?**

I have learnt that there are still exciting parts to our job. Trying to figure out the dimensions of a situational analysis is a great challenge sometimes – and when it works and you manage to share this with the team supporting a child it feels fantastic.

Language is super important. I think of supervisors I have had in the past – both formal and informal – who have inspired me to be relentless in rejecting the deficit model way of thinking.

**Have you completed supervisor training? If so, what did you learn?**

Yes- I had the great bonus of attending training for supervisors and additional training for intern supervisors.

**What makes you an effective supervisor?**

I hope I am an effective supervisor – one thing that helps me greatly is my own supervision. My supervisor really encourages me to manage my own self-care and to maintain high standards, particularly with respect to cultural competencies.

**What do you value most about being a supervisor?**

I am really passionate about educational psychology and its values of ecological practice, child centred, evidence-based practice. I am hoping that being a supervisor has

provided someone else with the opportunity to learn about why these values are so important.

**What makes a good supervisee? What you want from a supervisee?**

Although it sounds funny one of the most important things is someone who shows up. They need to be reliable and wanting to learn. The whole team notices if they make an effort to join the team for meetings, social occasions and generally be present. I think that someone like this will go on to be a good psychologist as part of a team and be able to influence things from the inside. All of those incidental conversations are what can help our profession advocate for students and families. For example, at a recent morning tea my supervisee was asked how a school should respond to a 7-year-old student showing signs of suicidality – if the supervisee was not at morning tea the question would not have been asked and we would not have been able to point them in the right direction.

**What are some (anonymised) issues you've discussed during supervision?**

- ◆ Frustrations about processes and resourcing for students.
- ◆ Tricky re-negotiations of service agreements.
- ◆ The challenge of working with complex family situations.



## BOOK REVIEW

by Robyn Stead

### **The Art of Rest: How to Find Respite in the Modern Age** by Claudia Hammond

2020 has certainly been a challenging year and one in which the concept of rest has been on many of our minds. When work shifts to at home and online how do we ensure that we have a work/life balance and that we are able to access enough rest? Rest as distinguished from sleep has been something that many of us struggle to ensure we get enough of for some time. The topic is quite slippery and amorphous with little information on what exactly rest is. One thing we seem to all, anecdotally, agree on is that we don't get enough of it. When I noticed *The Art of Rest: How to Find Respite in the Modern Age* had been published in 2019 I was intrigued. Claudia Hammond, a BBC radio announcer who holds a master's in health psychology, is the author of this book. The book is based on information gathered in the Rest Test.

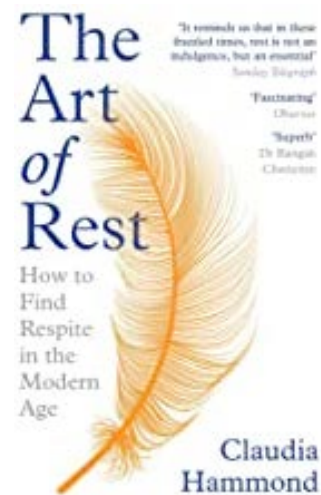
In 2015 the Rest Test, an online survey, was launched on BBC Radio 4. The online survey was developed by a group led by social scientist, Felicity Callard from Durham University, and included psychologist Charles Fernyhough, from Durham University, Broadcaster Claudia Hammond, neuroscientist Daniel Margulies from the Max Planck Institute for

Human Cognitive and Brain Sciences and poet James Wilkes from the University of East Anglia. This diverse group of researchers were interested in understanding more about rest and spent two years engaging in activities designed to uncover more about this topic. If you are interested in finding out more about the research and researchers check out this [website](#) and this [book](#).

The online survey was completed by 18,000 people from 135 different countries. From this data the researchers were able to create a top 10 list of activities people found restful. Claudia Hammond's book is based on this work, explores the themes discovered and unpacks more about each of the areas revealed as among the top 10 restful activities participants identified. Some of the interesting findings are that mindfulness was ranked tenth while reading is number one and spending time in nature is number two. The author provides links to further studies and information about each of the top 10 restful activities. This makes it easier for those of us with inquiring minds to follow up and gather further understanding about why an activity might or might not be perceived as restful.

The Art of Rest is a text that has enough academic merit to make it a worthwhile professional read but is also written in a style that is accessible to a wide audience

and could easily be recommended to educators, parents and some senior students to read to help them think through what rest means for them. This book is a worthwhile read at any time, but it seems particularly appropriate for now!



## TIPS FOR INTERNS

**As the educational psychology interns are finishing their year, we asked some graduating interns what they wish they'd been told at the beginning of the year.**

- ◆ "I wish I'd read more about Ministry of Education policies, procedures and practice guidelines before starting the internship instead of choosing to have a long summer break then being slammed with SO MUCH new information."
- ◆ "Study for your own learning too".
- ◆ "Write your Continuing Competency Plan before getting too busy with work."

## BOOK REVIEW

by Polly Schaverien

### This is not how it ends by Jehan Casinder

On the outside, Jehan Casinader was a successful young TV journalist, with a face recognisable in living rooms throughout New Zealand and a rosy future rolling out in front of him. On the inside, he was battling depression and intensifying – at times all-consuming – thoughts of suicide.

In his new book, *This is not how it ends*, TV journalist Jehan Casinader describes his experience of mental distress, the compelling stories of people he interviewed, and how, inspired by them, he 'rewrote' his personal story in a way that allowed him to move forward with his life. During a four-year battle with depression, Casinder said he became increasingly aware that the way in which he was telling his personal narrative, was keeping him trapped in a cycle of distress. He also described how, by recognising himself as both the main character and the author of his own story, he could change that personal narrative, find meaning in his experiences, and chart a way through to a different ending. Woven through the book are the stories of many people he interviewed in the course of his work, people who had, themselves confronted trauma and loss, and yet had found a path through their distress.

This is not how it ends, made me contemplate how often the young people I work with have become fused with a personal narrative that keeps them trapped on a certain life course. How often have we heard young people say, "I'm a loser, the misfit, not good enough . . ." Yet how many of those young people have actually overcome significant challenges in their lives and could tell their story as one of strength and hope? As Casinder says, "Rewriting [your story] is not about airbrushing bad things out or making unicorns pop up . . . It is about taking a step back and asking, is there another way of looking at what happened? Is this story helping or hurting me? Is there a more useful way of telling it?"

This book offers a useful reminder for ourselves, and those we work with that the way we tell our stories can be incredibly powerful. As the author, while we can't control all that happens to us, we can determine how we interpret and use that experience, as we chart the next chapter of our lives.



## IEDP COMMITTEE 2020/21

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