

Hilary Anne Smith

CURRICULUM VITAE

Address P O Box 1507
Palmerston North Central, 4440
Aotearoa New Zealand

Email hilary_smith@xtra.co.nz

Telephone Aotearoa NZ mobile +64 21 353-607
Australia mobile +61 4 5050-2088

Languages English (mother tongue)
Māori (formulaic formal ability)
French (working knowledge)
Lao (basic communicative ability)
Gamilaraay (learner)

Online Website www.systemetrics.co.nz
Blog Language Alive
Instagram www.instagram.com/hilarysmith_language
LinkedIn www.linkedin.com/in/hilary-smith-systemetrics/

Academic qualifications

1997 - 2004 PhD (Linguistics, by thesis)
Victoria University of Wellington, Aotearoa New Zealand
“Attitudes of teacher educators in Aotearoa New Zealand towards bilingualism and language diversity”
<http://researcharchive.vuw.ac.nz/xmlui/handle/10063/501>

1992 - 1994 MA (Applied Linguistics, by thesis)
Victoria University of Wellington, Aotearoa New Zealand
“English language acquisition in the Lao refugee community of Wellington”

1983 Dip TESL (Diploma in the Teaching of English as a Second Language) Victoria University of Wellington, Aotearoa New Zealand

1978 - 1980 BA (Psychology)
Canterbury University, Christchurch, Aotearoa New Zealand

2010 - 2012 Te Ara Reo Māori (Certificate in Māori Language), Level 4
Te Wānanga o Aotearoa, Papaiōeia, Aotearoa New Zealand

Current positions

- Honorary Affiliate, School of Literature, Language & Linguistics, Australian National University, Canberra, Australia.
- Honorary Research Fellow, School of Humanities, Massey University, Palmerston North, Aotearoa New Zealand.
- President, Applied Linguistics in Aotearoa New Zealand – Ko te rōpū rapu reo o Aotearoa: Kua kī te kete, he nui ngā hua (ALANZ).
- Co-Convenor, Languages Alliance Aotearoa New Zealand.

Awards

- Member of the New Zealand Order of Merit ([MNZM](#)), January 2025.

SUMMARY OF PROFESSIONAL EXPERIENCE

1 Language, linguistics and education

Teaching, lecturing, teacher education, policy development in applied linguistics, language teaching, and English to Speakers of Other Languages (ESOL):

- Early childhood to tertiary level Indigenous language revival (Australia);
- University teaching/lecturing and programme development at undergraduate/postgraduate level (Aotearoa, Lao PDR, Indonesia);
- Secondary school teaching (Tonga, Papua New Guinea);
- Private language school/college teaching (Aotearoa, Indonesia).

2 International aid and community development

Field work, NGO (non-governmental organisation) governance, and project implementation:

- Long-term language teaching and/or advisory positions in Tonga (2 years), Papua Guinea (2 years), Lao PDR (3 years), and Indonesia (2 years), Australia (6 years);
- Short-term visits/assignments in Asia (Indonesia, Viet Nam, Lao PDR, India, Nepal, Bangladesh, Thailand, Timor-Leste) and the Pacific (Vanuatu, Samoa, Fiji):

3 Leadership and service

Participation in national organisations, including leadership and governance roles, involving organisation of local events for professional support, fundraising, and awareness-raising:

- Co-Convenor of Languages Alliance Aotearoa NZ from 2024;
- National President of ALANZ from 2021 (Applied Linguistics in Aotearoa New Zealand – Ko te rōpū rapu o Aotearoa: Kua kī te kete, ngā nui te hua);
- National President (2008 - 2015) of TESOLANZ (Teachers of English to Speakers of Other Languages Aotearoa New Zealand);
- National Chair (from 1998-2007) of VSA (Volunteer Service Abroad: Te Tūao Tāwāhi) Council, honorary life member, member of Appointments Committee.

4 Research, writing and presentation

Conceptualisation, implementation and analysis of language, education and settlement research projects, using quantitative, qualitative and mixed methods:

- Academic and contract research (Aotearoa, Pacific, Asia, Australia);
- Policy analysis (language, immigration, refugee settlement, quality schools, revival);
- Theory development (language education, teacher education, language policy);

5 Review and evaluation

Participatory review and evaluation of international development projects.:

- Programme evaluation for AusAID (Australian Agency for International Development) in Timor-Leste;
- Project reviewer for NZAID (New Zealand Agency for International Development) in Lao PDR, Papua New Guinea, India, Thailand, Vanuatu, Timor-Leste, Indonesia;
- Programme evaluation and baseline studies for UNICEF Pacific in Vanuatu, Kiribati, and Solomon Islands.

6 Survey design

Conceptualisation, implementation and analysis of survey design, using quantitative, qualitative and mixed methods:

- Internet, paper-based, face-to-face (Asia, Pacific, Aotearoa, Australia);
- Arts-based methodologies (children and adults).

PROFESSIONAL HISTORY

Current research, evaluation and projects

- 2024 - Winanga-Li Aboriginal Child and Family Centre, Gunnedah, New South Wales, AUSTRALIA**
Project support for two projects funded through the Aboriginal Languages Trust, New South Wales, AUSTRALIA:
- *Guwaabal Mirii-dhi* (Stories from the Stars) is working in collaboration with Gamilaraay Elders and a team from Charles Sturt University led by Professor Chris Orchard, on multi-media representations of traditional sky knowledge.
 - *Guwaabal Wayamaa-dhi* (Stories from the Elders) is working with Gamilaraay Aboriginal Elders in Gunnedah on key language linked to topics such as traditional stories, significant sites, place names, and knowledge about plants and animals.
- 2018 - Winanga-Li Aboriginal Child and Family Centre, Gunnedah, New South Wales, AUSTRALIA**
Project applied linguist for the Gamilaraay language reawakening project funded through the *Ninganah No More* Program, Aboriginal Services Team, Early Childhood Education Directorate, New South Wales Department of Education. From 2023, we have been the designated Gamilaraay Early Learning Hub, currently working in over 70 early childhood centres throughout the region.

Completed research and evaluation consultancies

- 2021-2023 Winanga-Li Aboriginal Child and Family Centre, Gunnedah, New South Wales, AUSTRALIA**
Project leader for the *Nguu Gamilaraay* project to work with the Gamilaraay community to produce children's books in Gamilaraay language, funded through the Aboriginal Languages Trust, New South Wales, AUSTRALIA
- 2022 Association of University of the South Pacific staff – Women's Wing, FIJI (AOTEAROA NZ-based)**
Design, implementation and analysis of an online survey investigating the experiences of women staff from all campuses during the COVID-19 work at home period.
- 2021 - 2022 ANU Enterprise, Australian National University, Canberra, AUSTRALIA**
Project member responsible for an internet survey as part of the Evaluation of English as an Additional Language or Dialect Hub, a national survey carried out for the Queensland Department of Education.
- 2018 - 2020 Australian National University, Canberra, and Winanga-Li Aboriginal Child and Family Centre, Gunnedah, New South Wales, AUSTRALIA**
Researcher (with project leader Dr Carmel O'Shannessy and Dr John Giacon) for the *Gamilaraay Voices* project, co-funded by ANU Learning and Teaching Linkage Grants, Centre of Excellence for the Dynamics of Language (COEDL), and ANU School of Literature, Languages and Linguistics.
<https://slll.cass.anu.edu.au/research/projects/gamilaraay-voices>
- 2019 New Zealand Ministry of Foreign Affairs and Trade (MFAT), FIJI**
Co-reviewer with Prof Stephen Haslett for the *Fiji Higher Education Improvement Project (FHEIP)* Mid-Term Review.

- 2018 - 2019** **Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Canberra, and Australian National University, Canberra, AUSTRALIA**
 Consultant for literature review for National Indigenous Languages Report (aspects of economic, social and well-being benefits of language maintenance and language revival for Aboriginal and Torres Strait Islander languages as part of the third National Indigenous Languages Report, 2018).
- 2017 - 2019** **Canberra University (with World Vision PNG) PAPUA NEW GUINEA**
 Consultant and writer for the monitoring and evaluation design of the *Together for Education* project in Madang, Morobe and Central Provinces, funded by the Australian Department of Foreign Affairs and Trade (DFAT).
- 2016 - 2018** **Australian Research Council (ARC) Centre of Excellence for the Dynamics of Language (COEDL), Canberra, AUSTRALIA**
 Transdisciplinary and Innovation Grant: *Developing a Model of Second Language Acquisition for Indigenous Language Revival in Eastern Australia*.
- 2015** **CARE Australia, TIMOR-LESTE**
 Consultant for the design of a survey for the Lafaek Learning Media programme.
- 2012 - 2013** **Australian Aid Program (AusAID), TIMOR-LESTE**
- Team leader of two-person evaluation team of East Timor English Language Program (ETELP).
 - English language specialist in three-person team on the Design of Scholarships Program for Timor-Leste.
- 2012** **Khon Kaen University, THAILAND**
 Lecturer on six-day professional development course for English language teachers and lecturers.
- 2010 - 2012** **UNICEF Pacific, FIJI (Vanuatu, Kiribati, Solomon Is)**
 Co-lead researcher with Dr Stephen Haslett for baseline and evaluation studies of the Child-Friendly Schools Programme in Vanuatu, Kiribati, and Solomon Islands.
- 2009 - 2010** **New Zealand Agency for International Development (NZAID), AOTEAROA NEW ZEALAND**
 Co-lead reviewer for the annual organisational reviews for KOHA-PICD (Kaihono hei Oranga Hapori o te Ao - Partnerships for International Community Development), a fund for non-government New Zealand organizations involved in community development overseas:
 Mahitahi NZ Catholic Volunteers, Oxfam NZ, Save the Children NZ, and CBM NZ.
- 2008 - 2009** **New Zealand Agency for International Development (NZAID), AOTEAROA NEW ZEALAND**
 Co-lead reviewer for the annual organisational reviews for KOHA-PICD (see above): SurfAid NZ, TEAR Fund NZ.
- 2008 - 2009** **UNICEF Pacific, FIJI (Kiribati, Vanuatu)**
 Co-lead researcher for UNICEF Pacific with the Kiribati Ministry of Education and Vanuatu Ministry of Education for two studies:
 Baseline study on enrolment, retention and performance in basic education.

- 2007 – 2008** **New Zealand Agency for International Development (NZ Aid), AOTEAROA NEW ZEALAND**
Co-reviewer for the organisational reviews for KOHA-PICD (see above): International Needs New Zealand, Family Planning NZ International, UNICEF New Zealand, Fred Hollows New Zealand.
- 2006 – 2007** **International English Language Testing System (IELTS), CAMBRIDGE ESOL UK/BRITISH COUNCIL/IELTS AUSTRALIA**
Principal researcher with Prof Stephen Haslett (Statistics, Massey University) for a project under the Cambridge ESOL, British Council and IELTS Australia joint-funded research fund, Round 11:
The IELTS General Training Module as a predictor of performance in practical tertiary programmes.
- 2005 – 2006** **Ministry of Education (Te Tāhuhu o te Mātauranga), AOTEAROA NEW ZEALAND**
Co-researcher with Dr Margaret Franken (Education, Waikato University) in a New Zealand Curriculum/Marautanga Project: *The place of ESOL in the New Zealand Curriculum*.
- 2004 – 2005** **International English Language Testing System (IELTS), CAMBRIDGE ESOL UK/BRITISH COUNCIL/IELTS AUSTRALIA**
Principal researcher with Prof Stephen Haslett (Statistics, Massey University) for Cambridge ESOL, British Council and IELTS Australia joint-funded research fund, Round 9:
Attitudes of tertiary key decision makers towards English language tests in Aotearoa New Zealand.
- 2004 – 2005** **Asia: NZ Foundation, AOTEAROA NEW ZEALAND**
One of four principal researchers in a project through International Student Ministries (ISM NZ), *Engaging Asian communities in New Zealand*.
- 2002** **Centre for British Teachers (CfBT), Darussalem, BRUNEI**
Writer of two units at Level 1 of *College English*, an internet-based English language course launched in 2004.
- 2002** **International Pacific College, Palmerston North, AOTEAROA NEW ZEALAND**
Writer for three units of the TESOL course accredited for the Licentiate Diploma in the Teaching of English to Speakers of Other Languages (LTCL Diploma TESOL) from Trinity College, London.

Teaching and lecturing

- 2020-** **Winanga-Li Aboriginal Child and Family Centre, Gunnedah, AUSTRALIA**
Developer (by distance) of materials to support teachers implementing Gamilaraay language programs.
- 2019** **School of Literature, Languages and Linguistics, Australian National University, Canberra, AUSTRALIA**
Developer of materials to support the online Gamilaraay language course through a “Gamilaraay Voices” project.
- 2017 – 2018** **School of Literature, Languages and Linguistics, Australian National University, Canberra, AUSTRALIA**

- Tutor for the Gamilaraay language revival course, with responsibility for student projects.
- 2013 – 2015** **College of Humanities, Massey University, Palmerston North, AOTEAROA NEW ZEALAND**
Senior lecturer for internal and extramural/distance courses for the post-graduate Diploma in Second Language Teaching.
- 2009 – 2011** **Sampoerna University, Jakarta, INDONESIA**
International Advisor to the Head of English for the new Bachelor of Education programme in the Sampoerna University School of English, with curriculum design, planning and lecturing.
- Mar-Apr 2007** **Indonesia Australia Language Foundation (IALF), Jakarta, INDONESIA**
Teacher of intensive pre-departure training programme for students taking up Australian Partnership Scholarships at post-graduate level.
- July, Sept 2004** **ETC Learning Centre, Palmerston North, AOTEAROA NEW ZEALAND**
Teacher of one-to-one intensive teaching of two Japanese students: one for IELTS preparation and the other for General English.
- Apr – Nov 2001** **Student Learning Centre, Massey University, Palmerston North, AOTEAROA NEW ZEALAND**
Tutor of one to one writing and study consultations with students from a wide range of nationalities, and seminars on academic study topics for specialised groups, e.g. non-native speakers, Maori extramural students.
- 1995 – 2001** **International Pacific College, Palmerston North, AOTEAROA NEW ZEALAND**
Lecturer (and programme planner) in the Bachelor of International Studies in English language and linguistics. Also Cert TESOL (Certificate in the Teaching of English to Speakers of Other Languages), and in-service courses for content area teaching staff.
- 1993 – 1995, 1991 - 1992** **English Language Institute, Victoria University of Wellington, AOTEAROA NEW ZEALAND**
Assistant lecturer for 12-week courses of General English and English for Specific and Academic Purposes, on the English Proficiency Programme.
- Apr 1992 - Apr 1993** **Student Learning Support Centre, Victoria University of Wellington, AOTEAROA NEW ZEALAND**
Tutor of one to one consultations in writing and editing for ESOL students. Leader of small group workshops in academic English for ESOL students.
- 1990 – 1991** **Lao Ministry of Tourism, Vientiane, LAO PDR**
Teacher for short and long term general and tourism English language courses for tour guides, hotel staff and ministry officials, on a project of the United Nations Office for Project Services (OPS).
- 1988 – 1989** **Institut Universitaire Pédagogique de Vientiane (now the National University of Laos), LAO PDR**
Teacher on a UNESCO language development project for the upgrading of English language teaching in Laos through team teaching and in-service training courses.

- 1987 – 1988** **South Pacific English Centre, Christchurch, AOTEAROA NEW ZEALAND**
Teacher of short term courses of English combined with tourism and long term courses of general English to small groups of private students of mixed ages and nationalities.
- 1984 – 1985** **Ialibu High School, Southern Highlands Province, PAPUA NEW GUINEA**
Teacher of English language and commerce for Grade 7 and 8 (junior secondary school) Papua New Guinean students.
- 1981 – 1982** **Tupou High School, Nuku'alofa, TONGA**
Teacher of English language and literature for the South Pacific option of the New Zealand School Certificate examinations.

PUBLICATIONS

Children's books in Gamilaraay language

These books have been written with colleagues as part of the Yaama Gamilaraay! projects. Please see www.winanga-li.org.au/yaama-gamilaraay for multi-media and downloadable resources in Gamilaraay language.

2023

Gararrngan Yuulngin-ban.gaan (The Very Hungry Caterpillar)

Dhigaraa gagan.gagan (Colourful birds)

Maabuba-la bulaarr-u! (Let's count by two!)

2022

Minya gali-dha wa-y-al-nha? (What lives in water?)

Gundhi-gu Badhii-ngu (To Nan's house)

Baga-dha (At the river)

Yulu-gi-la-nha ngaya (I am playing)

Maabuba-la! (Let's count!)

Refereed academic publications

Smith, H, Simoncini, K, McDonald, R., & Haslett, S. (2023). The impacts of a culturally relevant book flood on early literacy in Papua New Guinea. *International Journal of Educational Development*, 98. <https://doi.org/10.1016/j.ijedudev.2023.102726>

Smith, H. A., & Pryor, L. (2022). Addressing the hegemony of English through picturebooks in Gamilaraay. *Waikato Journal of Education*. Special issue: 'Disrupting hegemonic thinking using picturebooks'. <https://doi.org/10.15663/wje.v26i1.907>.

Simoncini, K., Pamphilon, B., & Smith, H. (2021). Learning from teachers like us: Using video to move beyond 'secret knowledge' in Papua New Guinea elementary teacher professional development. *Teachers and Teaching*, 27, 48-63. DOI: <http://doi.org/10.1080/13540602.2021.1920908>

Simoncini, K., Smith, H., & Gray, L. C. (2020). Culturally relevant reading books for Papua New Guinean children: Their reading rights and preferences. *Australasian Journal of Early Childhood*, DOI: <http://doi.org/10.1177/1836939120966091>

Angelo, D, O'Shannessy, C, Simpson, J et al. (2019). Well-being & Indigenous Language Ecologies (WILE): A strengths-based approach. <https://openresearch-repository.anu.edu.au/handle/1885/186414>

Smith, H. A. (2019). An approach to Gamilaraay culture in university courses. *Babel*, 54 (1&2), 50-53. <https://www.afmlta.asn.au/documents/item/191>

Smith, H. A., Giacon, J., & McLean, B. (2018). A community development approach using free online tools for language revival in Australia. *Journal of Multilingual and Multicultural Development*, 39 (6), 491-510. DOI: <http://doi.org/10.1080/01434632.2017.1393429>

Smith, H. A., & Haslett, S. J. (2017). 'Children's rights in education research: From aims to outcomes'. *Cambridge Journal of Education*. DOI: <http://dx.doi.org/10.1080/0305764X.2016.1190316>

- Smith, H. A. (2016). 'Mr Jones: Mi laik askim yu samting'. In V. Rapatahana, R. Phillipson, R. Tupas, & P. Bunce (Eds.), *Why English? Confronting the Hydra*. <http://www.multilingual-matters.com/display.asp?isb=9781783095841>
- Smith, H. A., & Haslett, S. J. (2016). Design and implementation issues in surveying the views of young children in ethnolinguistically diverse developing country contexts, *International Journal of Research and Method in Education*, 39(1), 131-150. DOI: <http://dx.doi.org/10.1080/1743727X.2015.1098608>
- Smith, H. A. (2015). 'English language issues for jury service by New Zealanders from migrant and refugee backgrounds'. *Kōtuitui: New Zealand Journal of Social Sciences Online*, 10(1), 58-67. <http://dx.doi.org/10.1080/1177083X.2014.994535>
- Smith, H. A. (2009). 'Viewing students as multilingual learners: Implications for preparation courses for Indonesian students in Australia'. *LED2007: Refereed Conference Proceedings of the 1st International Conference on Language, Education and Diversity*. Hamilton: Wilf Malcolm Institute of Educational Research, University of Waikato.
- McGrath, T., Butcher, A., Koo, Y., Pickering, J., & Smith, H. (2008). 'Engaging Asian communities in Aotearoa New Zealand: An exploration of what works in community research'. In A. Williamson & R DeSouza (Eds.), *Researching with communities: Grounded perspectives on engaging communities in research*, pp. 385-397. Auckland: Muddy Creek Press.
- Smith, H. A. (2005). 'Attitudes towards language experts in Aotearoa New Zealand: Some evidence from a survey of teacher educators'. *New Zealand Studies in Applied Linguistics*, 11(2), pp. 25-42.
- Smith, H. A. (2005). 'Language and development: Implications of an Aotearoa New Zealand language attitude study for education projects in the South Pacific'. In Jackson, K., Lewis, N., Adams, S., & Morten, M. (Eds.), *Development on the Edge: Proceedings of the Fourth Biennial Conference of the Aotearoa New Zealand International Development Studies Network (DevNet)*. Auckland: Centre for Development Studies, The University of Auckland, pp. 88-93. [Download](#).
- Smith, H. A. & Pakau, E. (2005). 'Volunteers in Pacific Education: The VSA experience'. In Sanga, K., Chu, C., Hall, C., & Crowl, L. (Eds.), *Re-thinking Aid Relationships in Pacific Education*. He Pārekereke Institute for Research and Development in Māori and Pacific Education, Victoria University, Wellington, and Institute of Education, University of the South Pacific, Suva. Chapter 12, pp. 208-221.
- Smith, H. A. (2005). "'It all depends": Attitudes of teacher educators towards language diversity in Aotearoa New Zealand schools'. In May, S., Franken, M., & Barnard, R. (Eds.), *LED2003: Refereed Conference Proceedings of the 1st International Conference on Language, Education and Diversity*. Hamilton: Wilf Malcolm Institute of Educational Research, University of Waikato.
- Smith, H. A. (2003). 'Getting to the language point: Lesson planning for real world Teaching Practice'. *Teacher Trainer (UK)*, 17(2), pp. 13-16.
- Smith, H. A. (1997). 'Ngeun dtem pha bo panya dtem phoung: Social network analysis and the acquisition of English in the Lao refugee community of Wellington'. *New Zealand Studies in Applied Linguistics*, 3, pp. 21-45.
- Smith, H. A. (1996). 'An individualised vocabulary programme'. *TESOLANZ Journal*, 4, pp. 41-51. [Download](#).
- Smith, H. A. (1996). 'English language acquisition in the Lao refugee community of Wellington: Recommendations for Policy'. *New Zealand Social Policy Journal*, 6, pp. 200-215. [Download](#).

Contract research reports

- Smith, H., Fatiaki, R., Kaur, D., Pickering-Bhagwan, M., Pratap, A., Lesuma-Fatiaki, A., Sharma, S. (2022). *University women remote work challenges: A survey of USP women during the COVID-19 pandemic*. Association of University of the South Pacific Staff Women's Wing. (85 pages).
- Angelo, D., Disbray, S., Singer, R., O'Shannessy, C., Simpson, J., Smith, H., Meek, B., & Wigglesworth, G. (2022). *Learning (in) Indigenous languages: Common ground, diverse pathways*. OECD Working Paper No. 278. Paris, OECD. [Download](#).
- Kral, I, Fasoli, L, Smith, H et al. (2021). A strong start for every Indigenous child. OECD Working Paper No. 251. Paris: OECD. [Download](#).
- DITRC, AIATSIS: J. Battin, J. Lee, D. Marmion, R. Smith, T. Wang, ANU: Y. Dinku, Yonatan, J. Hunt, F. Markham, D. Angelo, E. Browne, I. Kral, C. O'Shannessy, J. Simpson & H. Smith (2020). *National Indigenous Languages Report*. Canberra: Department of Infrastructure, Transport, Regional Development and Communications, formerly the Department of Communications and the Arts. [Download](#).
- Angelo, D., O'Shannessy, C., Simpson, J., Kral, I., Smith, H., & Emma Browne, E. (2019). Well-being and Indigenous Language Ecologies (WILE): a strengths-based approach: Literature review, National Indigenous Languages Report, Pillar 2. Australian National University for the Australian Government Department of Infrastructure, Transport, Regional Development and Communications. (131 pages). [Download](#).
- Smith, H. A., & Simoncini, K. (2018, August). Literacy, numeracy and school survey (Baseline report): Papua New Guinea - Central, Morobe and Madang Provinces. University of Canberra.
- Smith, H. A., & Haslett, S. J. (2012, July). *Baseline study for primary schools in Abemama and South Tarawa, Kiribati*. UNICEF Pacific and the Government of Kiribati. (129 pages).
- Smith, H. A., & Haslett, S. J. (2012, July). *Baseline study for primary schools in Sanma and Penama Provinces, Vanuatu*. UNICEF Pacific and Government of Vanuatu. (208 pages).
- Smith, H. A., & Haslett, S. J. (2009, June). Baseline study on enrolment, retention and performance in basic education in Kiribati. UNICEF Pacific. (84 pages).
- Smith, H. A., & Haslett, S. J. (2009, June). Baseline study on enrolment, retention and performance in basic education in Vanuatu. UNICEF Pacific. (101 pages).
- Smith, H. A., & Haslett, S. J. (2008). Use of the IELTS General Training Module in technical and vocational tertiary institutions: A case study from Aotearoa New Zealand. IELTS Research Reports Vol. 8, Report 4. Cambridge ESOL, British Council, and IELTS Australia. UNICEF Pacific. (39 pages). [Download](#).
- Smith, H. A., & Haslett, S. J. (2007) Attitudes of tertiary key decision makers towards English language tests in Aotearoa New Zealand: Report on the results of a national provider survey. IELTS Research Reports, Vol. 7, Report 1. Cambridge ESOL, British Council, and IELTS Australia. (44pages). [Download](#).
- Franken, M., & Smith, H. A. (2006, February). *The place of ESOL in the New Zealand Curriculum: Discussion Paper*. Ministry of Education as part of the New Zealand Curriculum Marautanga Project.
- McGrath, T., Butcher, A., Pickering, J., & Smith, H. A. (2005, July). *Engaging Asian communities in New Zealand*. Asia New Zealand. (37 pages). [Download](#).
- McGrath, T., Butcher, A., Pickering, J., & Smith, H. A. (2005, July). *Engaging Asian communities in New Zealand: Literature Review*. (14 pages). Asia New Zealand. [Download](#).

Contract evaluations and reviews

- Smith, H., & Haslett, S. (2019). *Fiji Higher Education Improvement Project (FHEIP) – Mid-Term Review*. New Zealand Ministry of Foreign Affairs and Trade (MFAT), Fiji.
- Smith, H. A. & Tuinamuana, K. (2013). *Review of East Timor English Language Program (ETELP)*. AusAID (Australian Agency for International Development) Education Resource Facility. (51 pages).
- Smith, H. A., & Haslett, S. J. (2012, July). *Evaluation of the Child-Friendly Schools Programme in Isabel Province, Solomon Islands*. UNICEF Pacific and the Solomon Islands Government. (124 pages).
- Smith, H. A., & Haslett, S. J. (2011, September). *Evaluation of the Child-Friendly Schools Programme in Tanna, Tafea Province, Vanuatu*. UNICEF Pacific and the Government of Vanuatu. (196 pages).
- Smith, H. A., & Haslett, S. J. (2010, September). KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Reviews 2009-2010: Lessons learned for the NGO community. NZAID (New Zealand Agency for International Development. (26 pages). [Download](#).
- Smith, H. A., & Haslett, S. J. (2010, July). Report of the KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Review of CBM (Christian Blind Mission) New Zealand. NZAID (New Zealand Agency for International Development. (135 pages).
- Smith, H. A., & Haslett, S. J. (2010, May). Report of the KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Review of Oxfam New Zealand. NZAID (New Zealand Agency for International Development. (119 pages).
- Smith, H. A., & Haslett, S. J. (2010, April). Report of the KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Review of Save the Children New Zealand. NZAID (New Zealand Agency for International Development. (119 pages).
- Smith, H. A., & Haslett, S. J. (2010, March). Report of the KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Review of Mahitahi: Catholic Overseas Volunteers. NZAID (New Zealand Agency for International Development. (68 pages).
- Smith, H. A., & Haslett, S. J. (2009, September). KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Reviews 2008-2009: Lessons learned for the NGO community. NZAID (New Zealand Agency for International Development. (39 pages).
- Smith, H. A., & Haslett, S. J. (2009, July). Report of the KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Review of TEAR Fund New Zealand. NZAID (New Zealand Agency for International Development. (94 pages).
- Smith, H. A., & Haslett, S. J. (2009, June). Report of the KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Review of SurfAid New Zealand. NZAID (New Zealand Agency for International Development. (71 pages).
- Smith, H. A., & Haslett, S. J. (2009, September). KOHA-PICD (Kaihono hei Oranga Hapori o te Ao -Partnerships for International Community Development) Organisational Reviews 2008-2009: Lessons learned for NZAID and the PMC (Programme Management Committee). NZAID (New Zealand Agency for International Development. (17 pages).

- Smith, H. A., & Butt, T. J. (2009, November). KOHA-PICD (Kaihono hei Oranga Hapori o te Ao - Partnerships for International Community Development) Organisational Reviews 2008-2009: Lessons learned for NZAID and the PMC (Programme Management Committee). NZAID (New Zealand Agency for International Development. (14 pages).
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- Smith, H. A. (2013, November 12). *Reasons for Mother Tongue First literacy in Nepal*. Paper submitted to Volunteer Service Abroad (VSA) and the Himalayan Trust (New Zealand).

Submissions

- Smith, H. A. (2025, January 7). *Submission on the Treaty Principles Bill*. Languages Alliance Aotearoa NZ.
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- Smith, H. A. (2012, October 19). *Research on the social and economic value of multilingualism*. Supplementary paper requested by the Parliamentary Inquiry into Pacific Languages in Early Childhood Education, Education and Science Select Committee. Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ). [Download](#).
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- Smith, H. A. (2024). Te Reo Māori for English language learners (invited article). TESOLANZ Newsletter, vol. 48. <https://www.tesolanz.org.nz/wp-content/uploads/2024/12/TESOLANZ-Newsletter-Vol-48-2024-1.pdf>
- Smith, H. A., Haslett, S. J., & Pakau, E. (2014). Research with children in Oceania: Getting the methodology right. In R. Toumu'a (Ed.), *Proceedings of the Vaka Pasifiki Education Conference*, 24 & 25 September 2014, Nuku'alofa, Kingdom of Tonga. http://www.usp.ac.fj/fileadmin/files/Institutes/ioe/Vaka_Pasifiki_2014/Conference_Proceedings/Proceedings_of_the_Vaka_Pasifiki_Education_Conference_2014_Institute_of_Education_USP_2014.pdf
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- Smith, H. A. (2007). 'Speaking in Tongues? Multilateral institutions and language policy in the South Pacific'. *Just Change*, Issue 8, p. 16.
- Smith, H. A. (2006). 'Seven myths about use of students' mother tongues in schools'. *Many Voices*, pp. 6-7.
- Smith, H. A. (2004). 'Critical language awareness through Sex and the City'. *TESOLANZ Newsletter* Vol. 13, No. 3. Reprinted by IATEFL Ideas for the Classroom; Serbia ELT. [Download](#).

RECENT MEDIA AND OUTREACH

The Conversation. (2024, August 12). Bilingualism under threat: Structured literacy will make it harder for children to hold on to their mother tongue.

<https://theconversation.com/bilingualism-under-threat-structured-literacy-will-make-it-harder-for-children-to-hold-on-to-their-mother-tongue-236140>

Australian Broadcasting Corporation (ABC). (2023, 12 December)

Translating The Very Hungry Caterpillar into Gamilaraay language.

<https://www.winanga-li.org.au/yaama-gamilaraay/in-the-media/>
(with Renee Houldsworth)

Radio New Zealand (RNZ). (2020, January).

Reviving aboriginal language through literature and tech

<https://www.rnz.co.nz/national/programmes/summer-days/audio/2018729812/reviving-aboriginal-language-through-literature-and-tech>

Manawatu Standard. (2020, 21 January)

Linguist expert helps revive Aboriginal language

<https://www.stuff.co.nz/national/118820120/linguist-expert-helps-revive-aboriginal-language>

Centre of Excellence in the Dynamics of Language (COEDL). (2019, March)

The ABCs of language revival.

<http://www.dynamicsoflanguage.edu.au/news-and-media/latest-headlines/article/?id=the-abcs-of-language-revival>

DevPolicy Blog, Development Policy Centre, Australian National University. (2018, 21 February)

International Mother Language Day: Sustainable development in everyone's language.

<http://www.devpolicy.org/international-mother-language-day-20180221/>

Pacific Beat, Radio Australia. (2018, 14 February).

Speaking the vibrant languages of the Pacific best way to access education.

<http://www.abc.net.au/radio-australia/programs/pacificbeat/speaking-the-vibrant-languages-of-the-pacific-the/9449006>

DevPolicy Blog, Development Policy Centre, Australian National University. (2017, 6 July) ‘

Our languages matter’ in development. <http://www.devpolicy.org/languages-matter-development-20170706/>

RECENT PRESENTATIONS

Joint ALANZ (Applied Linguistics in Aotearoa New Zealand)-ALAA (Applied Linguistics Association of Australia) -ALTAANZ (Association for Language Testing and Assessment of Australia and New Zealand) Conference 2024, Launceston, Australia.

Gamilaraay language colloquium (invited):

- *Stories in the Yaama Gamilaraay! Early learning language hub*
(with Renee Houldsworth, Rebecca Holland, and Vanessa Dobson)
- *Translating the world's most famous children's book into Gamilaraay.*
(with John Giacon)

The role of kapa haka in the revitalisation of Māori language and self-determination.
(with Leanne Kerehoma).

Ninganah No More Annual Forum 2024, 29 October.

(invited presentation) *Yaama Gamilaraay! Early learning language hub.*

(with Renee Houldsworth and Codie Allen)

Monash University Bi/Multi/Plurilingualism Research Group hybrid seminar 2024, 21 October.

“Considering literacy learning for plurilingual children.”

(invited speaker) *Plurilingual children caught up in the “Reading Wars”: Some ways forward.*

Australian Languages Workshop (ALW) 2024, 20-22 September, Canberra.

Craft-based learning in early childhood Gamilaraay language revival.

(with Renee Houldsworth and Rebecca Holland)

Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ) Annual General Meeting 2024, 12 October, Auckland.

(invited speaker) *Caught up in the “Reading Wars”? Phonics and English language learners.*

Linguistic Landscape (LL15) Conference 2024, 20-22 June, Wellington.

“Welcome to Gunnedah”: Gamilaraay language in the linguistic landscape of Gunnedah, New South Wales.

CLESOL (Community Languages and English to Speakers of Other Languages) Conference 2024, April 20-21, Wellington.

Writing culturally relevant books for young children in two or more languages.

Ninganah No More Annual Forum 2023, 17 October, Sydney.

(invited presentation). *Yaama Gamilaraay! The process of embedding Gamilaraay into early learning programs in our region.*

(with Renee Houldsworth)

Applied Linguistics in Aotearoa New Zealand (ALANZ) Symposium 2023, 25 November, Auckland.

Personal theories of language learning in a language reawakening team.

Australian Languages Workshop (ALW) 2023, Yarramundi, Western Sydney, 21-23 July. *Yaama Gamilaraay! The process of embedding Gamilaraay into early learning in our region.*

(with Wayne Griffiths, James Gindjorra Hogbin, and Renee Houldsworth).

Joint ALANZ (Applied Linguistics in Aotearoa New Zealand)-ALAA (Applied Linguistics Association of Australia) -ALTAANZ (Association for Language Testing and Assessment of Australia and New Zealand) Conference 2022, Wellington, 25-27 November.

Early childhood songs in Gamilaraay language reawakening.

Applied Linguistics in Aotearoa New Zealand (ALANZ) Online Symposium 2021, 27 November.

Behind the mask: A discourse analysis of face covering use in Aotearoa New Zealand during the COVID-19 pandemic.

SNAICC (Secretariat of National Aboriginal and Islander Child Care), virtual conference 2021, 6-9 December.

Children's right to participate in Aboriginal language and cultural activities.
(with Leanne Pryor).

Waikato Picturebook Research Unit (WaiPRU) 2021, online seminar, 18 November. *Developing picturebooks in a language 'reawakening' programme in Australia.*

(with Leanne Pryor)

DevNet Conference 2020, Palmerston North, 2-4 December.

Wellbeing through Indigenous language revival: A community development approach in New South Wales.

Applied Linguistics Association of New Zealand (ALANZ) Conference 2020, Dunedin, NZ, 28 November.

"Family Language Challenges" for Gamilaraay language revival in lockdown.

Australian Journal of Early Childhood Research Symposium, 2020, Sydney, Australia, 13-14 February.

Gamilaraay children's right to cultural identity in early reading materials.
(with Leanne Pryor and Jessica Small)