



Charles Sturt
University

Children's Voices Centre Newsletter

**Undertaking transformative, interdisciplinary research
with, for and about children so all children's voices are heard and valued**



Hello from The Treehouse

The Children's Voices Centre (CVC) was officially launched at The Treehouse in Bathurst on 1st October 2025 by Charles Sturt University's Deputy Vice Chancellor Research (DVC-R) Professor Neena Mitter. We were honoured to have many VIPs:

- Children from Mitchell Early Learning Centre
- Member for Calare, Andrew Gee
- Bathurst Mayor Robert Taylor and Deputy Mayor Ben Fry
- Australian Children's Laureate Ms Sally Rippin, and co-authors, Eliza Hull and Daniel Gray-Barnett who read their new book, *The World We Can Build*.
- Pro Vice Chancellor (First Nations) Professor Tony Dreise who gave the Acknowledgment of Country and keynote
- Finbar (11), Zac (9) and Chloe (7) who gave powerful speeches presenting their vision for the world supported by Associate Professor Kathy Cologon

CVC Director Distinguished Professor celebrated the work of CVC's 100+ staff, affiliates, adjuncts and higher degree research students. We enjoyed fun musical items by David and Brendon McLeod before Finbar, Knox and DVC-R Neena Mitter cut the ribbon and unveiled the plaque.

Acknowledgement of Country

We respectfully acknowledge the traditional owners and custodians of the lands on which we live and work together. Charles Sturt University and its staff pay respect to Elders within First Nations communities and acknowledge the continuity of cultures, languages, leadership and knowledge systems. We acknowledge First Nations peoples' continuous connection to Country, recognising the unique, diverse identities and cultures of peoples in our communities, regions and nation. As such, we value the collaboration to strongly position First Nations peoples in our university, through languages, leadership, cultures, knowledges, research and ceremonies.



Charles Sturt
University

**2026 Children's Voices
Conference, September 1-3**

Creating a more inclusive world for children!

For more information go to: <https://childrensvoicesconference.csu.domains/>



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CVC advocacy on
the world stage

CVC research
opportunities

Listening to children's
100 languages

Research impact

Contact us

Our mission, vision and values

Undertaking transformative, interdisciplinary research with, for and about children so all children's voices are heard and valued

The Children's Voices Centre (CVC) is a Charles Sturt University Research Centre that empowers children, families, and communities to advance children's rights

- Guided by the United Nations Convention on the Rights of the Child and the Sustainable Development Goals, the Children's Voices Centre recognises children as active experts in their own lives and works to amplify the voices of ALL children, including those most at risk of remaining unheard.
- CVC cultivates and supports researchers, especially early career researchers, to advance children's rights through transformative, inclusive, equity-driven, interdisciplinary research.
- Together the Children's Voices Centre is building a sustainable regional and global network that transforms policy, practice, and systems.

Vision

- A world where all children's perspectives and experiences are heard and valued

Values

- Child-centred, inclusive, transformative, collaborative, inspiring, capacity-building, innovative, ethical, passionate, joyful

Research Themes

1. Children's rights, voices, and perspectives
2. Children's inclusion
3. Children's communication
4. Children's learning and activities
5. Children's health and disability
6. Children's services workforce and policy

Strategic Pillars (How We Achieve Impact)

- Inclusion and Diversity – enhancing belonging for all
- Partnership and Co-Design – partnering with researchers, children, families, communities, industry, government, and global organisations (e.g., World Health Organization)
- Interdisciplinary Innovation – bridging education, health, science, arts, communication, business, justice, and technology
- Knowledge Translation and Impact – turning research into policy and practice
- Global Engagement and Advocacy – amplifying children's voices across borders
- Sustainability and Stewardship – ensuring responsible and enduring impact

csu.edu.au/research/childrens-voices-centre



CVC Staff cvc@csu.edu.au

Director Distinguished Professor Sharynne McLeod (1.0 FTE)

Associate Director (Children, Families, Community)

Associate Professor Kathy Cologon (0.8 FTE)

Associate Director (Workforce and Policy)

Associate Professor Tamara Cumming (0.6 FTE)

Research Manager Dr Carolyn Gregoric (0.6 FTE)

Senior Administration Officer Emma Hayes (0.6 FTE)

Digital Media Curator Amy Whitfield (casual)

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CVC staff and affiliates collaborate on interdisciplinary research changing children's lives

Children's Voices Conference 2026 (CVC2026)



CVC2026 will include 7 keynote sessions and 144 online presentations. The presentations cover all of CVC's research areas:

1. Children's rights, voices, and perspectives
2. Children's inclusion
3. Children's communication
4. Children's learning and activities
5. Children's health and disability
6. Children's services workforce and policy

Our fourth biennial conference will be held from September 1-3 2026. With the establishment of the Children's Voices Centre in 2025, and expansion of our research areas beyond the birth-8 years stage of children's lives, we felt it was timely to rename the **Early Childhood Voices Conference** the **Children's Voices Conference**. This year's theme is 'Creating a more inclusive world for children'.



38 CVC Affiliates have served on our CVC2026 committees:

- *Organising Committee* (Chair Dr Carolyn Gregoric): 3 CVC staff, 2 CVC affiliates
- *Scientific Committee* (Chairs D/Prof Sharynne McLeod and A/Prof Tamara Cumming): 4 CVC staff, 30 CVC affiliates
- *Publications Committee* (Chair A/Prof Tamara Cumming) - 3 CVC staff, 8 CVC affiliates
- *Children's Voices Committee* (Chair A/Prof Kathy Cologon): 2 CVC staff, 10 CVC affiliates
- *Participant Network and Fun Committee* (Co-chairs Sarah Bartlett and Dr Jo Grimmond)*: 1 CVC staff, 3 CVC affiliates
- *Professional Recognition Committee** (Chair Prof Sarah Verdon): 1 CVC staff, 4 CVC affiliates
- *Promotion/social media committee* (Chair A/Prof Kathy Cologon): 1 CVC staff, 4 CVC affiliates.

*Committee chaired by CVC Affiliates

We welcome our CVC2026 keynote speakers, presenters, and attendees.

On 25th August **1289 people had registered from 63 countries/ regions:** Afghanistan, Australia, Bangladesh, Belgium, Brazil, Bulgaria, Canada, Chile, China, Croatia, Denmark, Egypt, Fiji, Finland, Germany, Ghana, Greece, Hong Kong SAR China, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Kenya, Kuwait, Latvia, Lesotho, Lithuania, Macao, Malawi, Malaysia, Malta, Mexico, Mongolia, Morocco, Nepal, Netherlands, New Zealand, Nigeria, Norway, Papua New Guinea, Philippines, Poland, Portugal, Puerto Rico, Qatar, Saudi Arabia, Singapore, Slovakia, South Africa, Spain, Sri Lanka, Sweden, Switzerland, Tanzania, Thailand, Türkiye, Uganda, United Kingdom, United States and Vietnam.



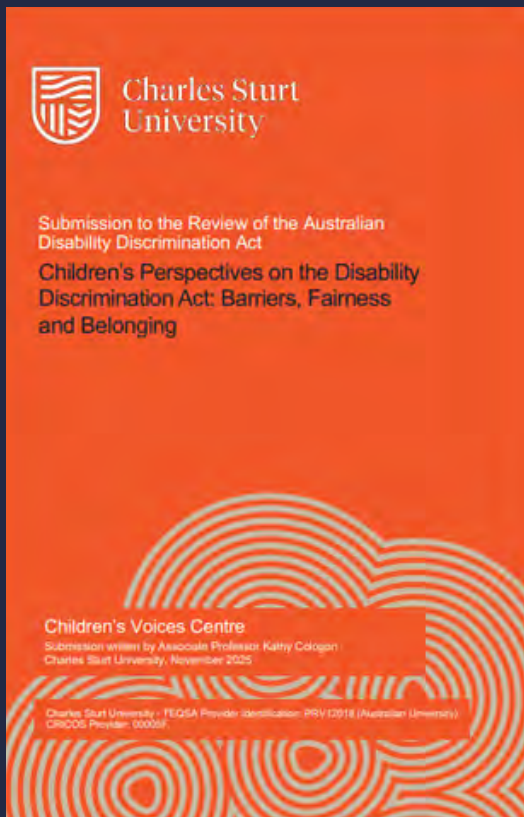
Presentations address the Sustainable Development Goals

CVC2026 Scientific Review Committee:

CVC affiliates have played a key role in ensuring the academic quality of the abstracts we accepted by reviewing the submitted abstracts (all abstracts were peer reviewed twice). Affiliates also assisted by reviewing the submitted presentations for technical and ethical quality.

Creating space, voice, audience and influence for children's voices to be heard

Children's Perspectives on the Disability Discrimination Act: Barriers, Fairness and Belonging



As with all CVC research, ethical approval for this work was obtained from the Charles Sturt University Human Research Ethics Committee. All parents provided informed consent for their children's involvement, and all children provided assent. Children chose whether to be identified by their own name or a pseudonym. At every stage, children could seek support, take breaks, or opt out at any time during or after the project. Care was taken to ensure that participation was safe, voluntary and respectful, and that children's contributions were represented in ways that honoured their intentions and perspectives.

In November 2025 Associate Professor Kathy Cologon made a submission to the Review of the Australian Disability Discrimination Act on behalf of the Children's Voices Centre and CVC Children's Advisory Panel. Eleven children - Bijou, Chloe, Eirik, Finbar, Greta, Jocelyn, Knox, Nayantara, Roarke, Zac, and Ella - contributed their perspectives and authored this submission.

To ensure that the submission reflected children's perspectives authentically, respectfully, and in their own words, Kathy and the children's parents prioritised inclusion, flexibility and choice during their conversations. This included using methods that honoured the children's communication preferences and styles and comfort levels.

The children's perspectives were gained through:

1. *Advisory group discussion* - ten of the children shared their experiences, ideas and reflections in an online group conversation;
2. *Family-recorded group discussions* - these conversations enabled children to express themselves within familiar relationships and settings, supporting relaxed, natural contributions.
3. *One-to-one conversations and written reflections* - children offered their views individually through direct conversation recorded (with consent) by their parents and one child provided typed reflections, while another child typed in Braille alongside conversation. One child responded using emojis to express feelings within the group discussion. This allowed children to contribute in their own time and way.

What would your ideal hospital or health care setting look like?

In July 2026 we continued our research into children's perspectives on health and health systems to inform World Health Organization's efforts to improve children's health equity. A panel of nine children and their parents met with CVC Director Sharynne McLeod, Associate Director Kathy Cologon and Visiting Scholar Dr Zinnia Mevawalla to think and talk about what their ideal hospital or health care setting would look like. The children's inspirations were recorded in a creative artwork showing features like a music room and quiet spaces. Thank you to Jocelyn, Knox, Greta, Nayantara, Bijou, Finbar, Zac, and Chloe for sharing your ideas with us!



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Celebrating World Children's Day 2025



On Thursday 20 November 2025 the CVC hosted a free event to celebrate World Children's Day. Our event featured CSU Alumni David Ohana, Chief Communications and Marketing Officer at the United Nations Foundation and a panel of child interviewers aged 4-12 years.

The event was broadcast from the Charles Sturt University TV studio on Bathurst Campus. Finbar MC'd the event and moderated the interview panel that asked David questions like:

- What do you like to play and with whom? Do you want to come and play at the Treehouse with us? (Nayantara)

- If you could change one thing in the world what would it be? (Zac)
- What music do you like? (Chloe)

David shared videos of his work with the United Nations and their global role, and CVC shared some highlights of their research with, for and about children.

Thanks to the assistance of our colleagues Carly Evans and Aimee Cook from the Charles Sturt University Advancement Office, we raised a enough money to buy some books to start another First Nations Little Library.

United Nations World Down Syndrome Day | 21 March 2026



The Children's Voices Centre was so proud to support our Associate Director, **Associate Professor Kathy Cologon to present at the United Nations in New York with her co-researcher Tim Cologon**, Researcher at Toward Equity, Diversity and Inclusion. Kathy and Tim were invited to present at World Down Syndrome Day 2026. Their presentation was powerful -- describing their research with children who experience disability and their insights about belonging.

World Down Syndrome Day is a global awareness day celebrated every year on 21 March. It has been officially observed by the United Nations since 2012. The day was created to celebrate the lives of people with Down syndrome and to make sure they have the same freedoms and opportunities as everybody else. The 2026 World Down Syndrome Day theme was **Together Against Loneliness**. This theme was chosen in order to raise awareness that loneliness disproportionately affects people with Down syndrome and other intellectual disabilities, as well as their families. This focus highlights that loneliness is not just an emotional feeling but a serious health issue that can lead to anxiety, depression, and physical harm, often linked to social exclusion and stigma.



World Health Organization, Geneva

CVC Director, Distinguished Professor Sharynne McLeod presented research from the Children's Voices Centre at the launch of the World Health Organization Disability Equity Health Network (DHEN) at WHO in Geneva (Wednesday 12th November, 2025). We were excited that CVC was accepted as one of the 154 inaugural members. The DHEN supports Member States to meet commitments to "leave no one behind" and achieve the highest attainable standard of health for all people.

<https://www.who.int/news/item/28-11-2025-who-disability-health-equity-network-inaugurated-with-154-global-members>



United Nations COSP19, New York

On Wednesday June 10, 2026 the CVC Children's Advisory group presented at the United Nations in New York at the 19th Conference of States Parties (COSP19) to the Convention on the Rights of Persons with Disability. Associate Director Kathy Cologon worked with nine children to prepare a seven minute video that was played during the official World Health Organization (WHO) Disability Health Equity Network (DHEN) Side Event. The CVC Children's Advisory Group members who presented were: Finbar, Zac, Chloe, Knox, Jocelyn, Greta, Nayantara, Biju, facilitated by A/Prof Kathy Cologon, Dr Belinda Downey, Dr Shukla Sikder, and Dr Goutam Roy. Dr Kaloyan Kamenov (WHO Disability Programme) wrote a special letter to thank the children!

CVC's statement to the **World Health Organization Regional Committee for the Western Pacific** (24 October 2025) included:

"I am speaking as the representative of the International Association of Communication Sciences and Disorders (IALP, <https://ialpglobal.org/about-us/>), a worldwide organization of over 300,000 professionals and scientists from 55 affiliated societies in 35 countries. My name is Distinguished Professor Sharynne McLeod, and am with Dr Helen L. Blake and Holly McAlister from the Children's Voices Centre at Charles Sturt University in Australia. We are speech-language pathologists... Communication specialists, including speech-language pathologists, have significant evidence-based strategies to support swallowing and communication..."

Members of IALP stand with the World Health Organization ... – particularly for those with swallowing and communication disability to support and enhance their participation in society. We encourage the WHO to work on disability and rehabilitation initiatives that include communication specialists such as speech-language pathologists and we encourage WPRO to consider holding a side event at RCM77 focused on advancing health equity for people with disability."



World Health Organization, Fiji

CSU's Dr Helen L. Blake, Holly McAlister and Prof Sharynne McLeod attended 76th session of the World Health Organization Regional Committee for the Western Pacific held in Nadi, Fiji - 20 to 24 October 2025 as representatives of the International Association of Communication Sciences and Disorders (IALP). The team was granted permission from WHO and IALP to display and discuss CVC's research **Children Draw Health to Advance Health Equity** throughout the week.

L-R: Dr Helen L. Blake, Holly McAlister, Dr Saia Ma'u Piukala (WHO Regional Director for the Western Pacific), Distinguished Professor Sharynne McLeod

CVC featured in CSU Sustainable Development Goals (SDG) report



Charles Sturt University has chosen the work of the CVC to be featured in its 2026 Sustainable Development Goals Report. The Report noted that “Distinguished Professor Sharynne McLeod is leading a team of researchers to implement activities, derived from the WHO Global Report on Health Equity for Persons with Disabilities. This investigation will help build evidence to effectively engage with communities and stakeholders to best support children with disabilities within their communities. The overall aim is to inform Member States to a level of understanding so they can integrate the activities with their health system planning.”

Recognising a year of research shared with the World Health Organization

Our first year of CVC activities (2025-2026) focused on the views of children and young people with disabilities about health and the health system. The report we produced on children’s perspectives was shared at:

- 76th Session of the World Health Organization Regional Committee for the Western Pacific (RCM76) | Nadi, Fiji | October 2025 | Prof Sharynne McLeod, Dr Helen L. Blake, Holly McAlister
- Launch WHO Disability Health Equity Network Meeting, Geneva, Switzerland | 12-13 November, 2025 | Prof Sharynne McLeod
- World Children’s Day event at Charles Sturt University, children interview David Ohana, Chief Communications & Marketing Officer, United Nations Foundation | A/prof Kathy Cologon
- Bathurst Regional Art Gallery. 20th November, 2025 | A/Prof Tamara Cumming
- United Nations, June 15, 2026, A/Prof Kathy Cologon and the CVC Children’s Advisory Group.

CVC membership: WHO Disability Health Equity Network

In 2025 CVC was invited to apply to become an inaugural member of the World Health Organization Health Equity Network. CVC is very proud to be one of only 154 organisations worldwide approved for inaugural membership.

The WHO Disability Health Equity Network is “a WHO-hosted network of stakeholders whose mission is to support the WHO Disability Health Equity Initiative through coordinated advocacy and united action towards health equity for persons with disabilities.” <https://www.who.int/initiatives/disability-health-equity-initiative/network>

The objectives of the Network are to:

- Provide stakeholders engaged in disability and health with “a common understanding and narrative of the evidence-based changes required to achieve the highest attainable standard of health for persons with disabilities.”
- Undertake “evidence-based advocacy that increases awareness on health inequities experienced by persons with disabilities and on the actions needed to address them.”
- “Enhance dialogue, knowledge sharing, and connections...among Network members for action towards health equity for persons with disabilities.”



CVC staff and affiliates collaborate on interdisciplinary research

Children Draw Playing



In early 2025 Dr Carolyn Gregoric led a meeting with 18 CVC colleagues to discuss our new research project analysing the 181 drawings created by children in our ECV2024 Children Draw Playing Global Online Galleries <https://earlychildhoodresearch.csu.domains/early-childhood-voices-conference-2024/children-draw-playing/>

In true CVC form, we had interdisciplinary perspectives shared from education, occupational therapy, speech pathology, physiotherapy, nursing and computer science.

Four teams were formed to code the images from the gallery according to 60+ questions. By August 2025 the initial coding was completed, and Sharynne and Carolyn met with Professor Azizur Rahman undertake the analyses to determine the reliability of our Children Draw Playing data.



Dr Carolyn Gregoric worked with CVC affiliates to compile the datasets, then in early 2026 the team met again to plan journal articles reporting on the data analysis of the images. CVC journal article leads outlined their aims, data sets, team members and target journals and conferences. Topics included:

- Children draw playing around the world: Dr Carolyn Gregoric and Prof Sharynne McLeod (leads) with 20 CVC affiliates as co-authors
- Children draw playing in Mongolia: Dr Carolyn Gregoric (lead)
- Why is drawing good for the world: Belinda Downey (lead)
- Talking during play: Prof Sharynne McLeod (lead)
- Concepts of play: Dr Belinda Downey (lead)
- Drawing movement: How children depict and describe active play: A/Prof Brendon Hyndman (lead)
- PEO analysis: Prof Mehdi Rassafiani (lead)
- Cultural historical activity theory: Shukla Sikder (lead)

The teams have begun submitting manuscripts to journals to be considered for publication.

Dr Carolyn Gregoric, Associate Professor Brendon Hyndman and Dr Belinda Downey have been accepted to present the research findings at the International Play Association Conference in New Zealand in November <https://www.ipachristchurch2026.com/>.

You can listen to presentations about this work at the free online Children's Voices Conference (CVC2026):

- CVC2026: **Children draw playing: Interdisciplinary insights from drawings from 10 countries** by Carolyn Gregoric, Sharynne McLeod, Belinda Downey, Brendon Hyndman, Shukla Sikder, Helen L. Blake, Jenny Dwyer, Kate Friere, Katrina Gersbach, Suzanne C. Hopf, Kasey Hillyar, Laura Hoffman, Muhammad Hossain, Janine Krecko, Arifa Rahman, Azizur Rahman, Mehdi Rassafiani, Goutam Roy, Lindsay Smith and Van H. Tran
- CVC2026: **Children draw playing: Insights from 101 children in Mongolia** by Carolyn Gregoric, Sharynne McLeod, Belinda Downey, Laura Hoffman, Brendon Hyndman, Lindsay Smith and Altaituya Burnee

CVC staff and affiliates collaborate on interdisciplinary research changing children's lives



Professional development

Multilingual children's speech acquisition, assessment, and intervention workshop
Presented by: Sharynne McLeod, Helen L. Blake and Kate Margetson.
The Speech & Stuttering Institute Canada Live Webinar, October 2 2025.



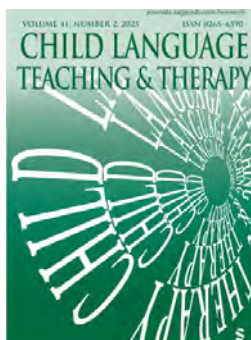
Published book chapter

This collaboration was based on results from the ARC Discovery VietSpeech research and brought back together five of Sharynne's ex-PhD students Margetson, K., Tran, V. H., Blake, H. L., Verdon, S., Pham, B., & McLeod, S. (2026). Speech and language of Vietnamese-English-speaking children and their families. In E. Babatsouli, Y. F. Holt, & K. N. Washington (Eds.), *Linguistic varieties in North America: A guide for speech and language practitioners*. (pp. 308-320) Multilingual Matters.



Journal special issue

Education for All: Celebrating Diversity and Seeking Inclusion. Journal: *Early Childhood Education Journal*. Editors: European. Editors: Zinna Mevawalla, Kathy Cologon and Belinda Downey. Special issue, following on from European Early Childhood Education Association's 2025 conference. 3 CVC editors, CVC affiliates submitted and reviewed papers.



Journal article with 15 CVC affiliate co-authors

Gregoric, C., McLeod, S., Hopf, S. C., Downey, B., Rahman, A., Sikder, S., Zischke, C., Tran, V. H., Murray, E., McAlister, H., Ivory, N., Delli-Pizzi, L., Elwick, S., Dealtry, L., & Davies, J. (2026, in press). **Advancing the Sustainable Development Goals by listening to children's voices across the globe.** *Child Language Teaching and Therapy*, 42
<https://doi.org/10.1177/02656590251406102>



Scoping review

For the past year, CVC affiliate Dr Kate Freire has led a large group of CVC affiliates in an extensive scoping review of peer-reviewed journal articles concerned with children's experiences of health. The initial set of 13,571 records were screened, 945 were assessed for eligibility and 57 studies were included in the review corpus. The group is preparing a journal article to be submitted soon.

This scoping review is part of the CVC's Children's Experiences of Health project, that is informing the World Health Organization's efforts to improve children's health equity.



Journal Special Issue Listening to Children with Diverse Communication Abilities

Journal: *Child Language Teaching and Therapy Special Issue* (2026, volume 42) - Q1 journal. Guest editors: Sharynne McLeod and Holly McAlister
This Special Issue involved 2 CVC editors, 19 CVC authors and 8 CVC peer reviews. Six published papers were by CVC authors
<https://journals.sagepub.com/home/CLT>



Farewell: Senior Administration Officer Lorraine Bennett

In February 2026 we farewelled our inaugural CVC Senior Administration Officer Lorraine Bennett. Lorraine has returned to her role in the Workplace Learning Team in the Faculty of Science and Health. Lorraine was instrumental in our move into The Treehouse, organising our CVC Launch event, and so many other areas. We so appreciate all she has done to contribute to the Children's Voices Centre and wish her all the best.



Welcome: Senior Administration Officer Emma Hayes

Welcome to Emma Hayes as our new Senior Administration Officer (SAO). Emma and her family moved to Bathurst from the UK last year. Emma brings a wealth of experience in university and organisational management. We love Emma's calm approach to wrangling our many ideas and plans, her super efficiency, great ideas, and ability to pick just the right moment for coffee. Emma has overseen the installation of our new kitchen and been a huge support for CVC2026. Welcome Emma, we are so glad you are here.



Welcome: Digital Media Curator Amy Whitfield

Welcome to our newest staff member, Amy Whitfield who is our CVC Digital Media Creator. Amy has a communications degree from Charles Sturt University and spent time in Building 1451 in its previous guise before transforming into The Treehouse.

Amy's main role is to support the CVC2026 conference, but she also will support CVC to profile its impactful work in digital spaces. We are so excited to have you join us Amy and are grateful for your expertise.



New kitchen in The Treehouse

In August 2026 the our long awaited renovation to The Treehouse fell into place. We said goodbye to 1980s CSU red in our kitchen and meeting area, and a beautiful (and much safer) new kitchen was fitted. It is so functional and safe! We also have new storage in the Treetops room, and next to the Flower Patch (Tamara's office).

A huge thank you to our anonymous local donor whose very generous gift made this possible, coordinated by Justin Williams from CSU Advancement. Thank you to Emma Hayes for skilfully managing the building process with Blake Edwards from CSU. It was fun to contribute to colour, surface and layout design, keeping in mind the safety of children, visitors and CVC staff.



Welcome to our CVC Adjuncts

In July 2026 we officially welcomed adjunct researchers and professors from across the world to join CVC. At the session we welcomed some of our new adjuncts: Prof Karla Washington (Canada/Jamaica), Dr Jinjin (Helen) Lu (China), Dr Josephine Bampoe (Ghana), Matthew Stapleton, Dr Amanda Niland, Dr Olivia Karaolis and Dr Zinnia Mevawalla. We have longstanding research relationships with many of our adjuncts and it is wonderful to continue that with them!



Dr Audrey (Cen) Wang with gifts from China to decorate The Treehouse for Luna New Year

Children's Voices Centre Adjuncts

- Dr Josephine Bampoe | Ghana
- Dr Kelly Bittner | Australia
- Altaitya Burnee | Mongolia
- Associate Professor Kathryn (Kate) Crowe | Iceland
- Dr Lisa Furlong | New Zealand
- Dr Travis Holland | Australia
- Dr Marie Ireland | USA
- Dr Olivia Karaolis | Australia
- Dr Rena Lyons | Ireland
- Associate Professor Jinjin Lu | PR China
- Dr Olebeng Mahura | South Africa
- Dr Michelle Malan | Australia
- Emeritus Professor Lindy McAllister | Australia
- Professor Jane McCormack | Australia
- Dr Amanda Niland | Australia
- Associate Professor Ben Phạm | Viet Nam
- Camilla Porsanger | Norway
- Dr Gill Rutherford | New Zealand
- Associate Professor Mari Saha | Finland
- Aliza Salvador | Australia
- Matthew Stapleton | Australia
- Professor Carol To | SAR China Hong Kong
- Dr Van H Tran | Australia
- Dr Audrey (Cen) Wang | Australia
- Professor Karla N. Washington | Canada/Jamaica
- Professor Lynn Williams | United States
- Emily-Jane Woodhead | Australia
- Professor Yvonne Wren | United Kingdom
- Katie Wright | Australia

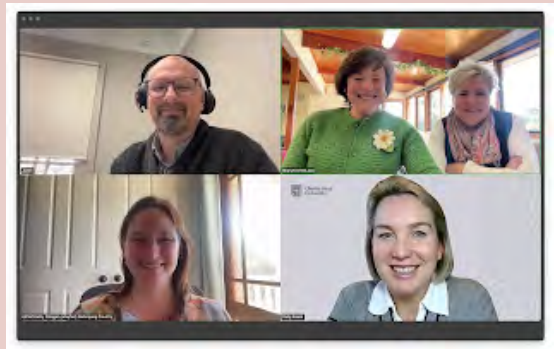




CVC PhD student Holly McAlister

Sharynne's PhD student Holly McAlister and her dog Merlin visited The Treehouse in February 2026. Holly presented about her PhD research in **Listening to children's voices across the Pacific** at the CVC Research Community Presentation Series.

Holly's visit crossed over with Wiebke Freese's time with us, and they spent time together looking through some of the speech assessment from across the globe and comparing experiences as PhD students in the speech pathology discipline.



Virtual visitors

CVC staff regularly meet with colleagues from across CSU to further our work. One of these teams is CSU Advancement, who support us by profiling the Children's Voices Centre and garnering support for our research and vision. Here you can see Justin Williams (top left) and Carly Evans (bottom right) meeting with us to discuss our World Children's Day 2025 event with CSU Alumni David O'Hana.



School of Indigenous Australian Studies visits The Treehouse

It was an honour to host a visit from the CSU School of Indigenous Australian Studies (SIAS) at The Treehouse in February 2026. In 2025 we co-hosted Sami PhD student Camilla Porsanger from Nord University with SIAS. We look forward to continued collaborations and connections!



Camilla Porsanger and family

In September 2025 CVC co-hosted Sami scholar and PhD student Camilla Porsanger and her family with SIAS for a three-month visit. Camilla is undertaking her PhD research with Nord University, Norway, focusing on Sami children's language learning. We loved learning about her research and work to document, maintain and grow Sami language skills, especially for children with speech, language and communication needs. This work closely aligns with the work of the CVC to maintain home languages of children across the world. Being on Wiradjuri land, Camilla had many opportunities to learn from local First Nations people and to share Sami culture and language. We also enjoyed many occasions where we shared meals and fun with Camilla's family – including learning to herd reindeer! Camilla's children were also a key part of the data analysis for Children Draw Health and World Children's Day 2026. We look forward to continued collaborations with Camilla, her supervisors, and colleagues at Nord University and from the Sami community.



**CVC visiting scholar:
Dr Zinnia Mevawalla**

Dr Zinnia Mevawalla, of the University of Strathclyde, Scotland, UK was the CVC Visiting Scholar from July-September 2026. Zinnia's research focus is on advancing inclusive education, children's belonging, generative listening, and meaningful participation. During her visit she gave a keynote presentation at CVC2026, presented seminars and workshops, undertook research collaboration, data collection, writing, and grant development, contributing to the Centre's work on children's voices, inclusion, and participation across education, research, and advocacy contexts. She also saw LOTS of kangaroos on the CSU kangaroo walk.



**CVC visiting PhD student:
Wiebke Freese**

Wiebke Freese, a University of Lubeck (Universität zu Lübeck, Germany) PhD student, visited CVC for two weeks in February 2026. Wiebke presented her PhD research at the CVC Community Research Presentation Series, prompting rich interdisciplinary discussion about multilingual speech and speech assessments. One highlight of Wiebke's visit was assisting Sharynne our CVC director with the indexing for *The Oxford Handbook of Speech Development in Languages of the World*, about which she said "it was fascinating to see how this great project connects researchers globally and honors the diversity of languages across the world." Wiebke's visit this time was supported by her PhD scholarship - we hope she will return again!



CSU Sri Lanka campus visitors

In April 2026 we hosted visitors from CSU's new campus in Colombo, Sri Lanka. Featured above with Sharynne (far left) and Tamara (far right) are Mr Somesh Perera (Founder and Chairman of Prospects Education), Ms Yasaara Kaluaratchi (Co-founder and Director of Academics of Prospects College of Higher Education), and CSU's Head of International Partnership Development Trent Pohlmann. Read more about this new relationship here: <https://news.csu.edu.au/latest-news/charles-sturts-international-expansion-to-underpin-regional-education-and-research-commitment2>



Vice Chancellor's visit

On March 18 2026 CVC hosted Charles Sturt University's Vice Chancellor Renée Leon (above left) for a visit. What an honour to show her The Treehouse and to discuss our CVC plans and successes. We were thrilled to demonstrate our commitment to building the capacity of CSU's researchers and to undertaking research with children to change children's lives in the regions and across the world. Along with Director Sharynne McLeod (taking photograph), A/Director Tamara Cumming (centre) and Emma Hayes (right) A/Director Kathy Cologon (back left), and Carly Evans (centre back) from CSU Advancement joined the visit online.

Three Minute Thesis Award



Congratulations Arifa Rahman on being named runner-up in the final of Charles Sturt University's 2026 Three Minute Thesis competition! The Three Minute Thesis Competition asks doctoral students to bring their research to life in just three minutes and one slide, transforming complex concepts into powerful, engaging stories. Arifa's presentation was titled: **Inclusion for all in early years: Every child matters and matters with equity.**

Academy of the Social Sciences of Australia (ASSA) Fellow



Distinguished Professor Sharynne McLeod was elected as a Member of the prestigious Academy of the Social Sciences in Australia (ASSA) in 2022. She has been elected to the Panel D Fellowship Committee (Education, Psychology & Public Health) (2025-27). ASSA represents almost 700 leading social science researchers, recognising and championing excellence in the social sciences and providing evidence-based advice on a range of social policy issues. The Committee's work ensures a broad voice for Education, Psychology and Health Sciences in all of the Academy's activities.

Rising up the charts



Congratulations to Professor Azizur Rahman whose rank has risen to the top 500 (out of 75,495 Researchers) in the world in the field of Public Health!

Professor Rahman is Professor of Mathematics, a CVC affiliate, and Leader of CSU's Data Mining Research Group and Data Analytics Lab.

CVC Affiliate United Nations appearance



In early February 2026 CSU Professor of Social Work Manohar Pawar moderated and spoke at the International Consortium for Social Development Side Event, held at the United Nations' 64th Commission for Social Development, New York.

The discussion focused on implementing the Doha Political Declaration that explores strategies for cross-sector collaborations and integrated approaches. Congratulations Manohar!

CVC Affiliate Academic Promotions

Huge congratulations to these CVC Affiliates who achieved promotion in the 2025 round:

Level C – Senior Lecturer

Laura Hoffman – Allied Health, Exercise and Sports Sciences

Jessica Sears – Education

Lucia Wuersch – Business

Level D – Associate Professor

Leanne Gibbs – Education

Suzanne C. Hopf – Allied Health, Exercise and Sports Sciences

Level E – Professor

Sarah Verdon – Allied Health, Exercise and Sports Sciences

CVC Affiliate PhD Graduation Jenny Dwyer



CVC Affiliate **Jenny Dwyer** graduated with her PhD in September 2025 at CSU's Sydney Graduation Ceremony. Her thesis was titled: *Children's mathematical graphics: Making mathematical connections with their world*. Jenny was supervised by Professor Amy MacDonald and Dr Shukla Sikder. Jenny (centre) is pictured with Dr Shukla Sikder (left) and Dr Jo Grimmond (right).

World Health Organization Technical Expert: Dist Prof Sharynne McLeod



In April 2026 **Distinguished Professor Sharynne McLeod** became one of only 25 people across the world selected by the World Health Organization to be a member of the Technical Expert Group

for WHO Global Health Policy and Systems Research Agenda on Disability Health Equity (2026 - 2030).

The WHO Global Research Agenda will guide research that generates the evidence policymakers need to reduce health inequities experienced by persons with disabilities.

CVC Affiliate MPhil Graduation Cathie Matthews



Congratulations to **Cathie Matthews** for graduating with her Master of Philosophy for her thesis: *Supporting 2-year-olds' communication: Collaborations between caregivers, early childhood educators, and health professionals in rural Australia*. Cathie's MPhil was supported by the Early Childhood Research Group and was supervised by Prof Sharynne McLeod, Prof Julian Grant and A/Prof Libby Murray.

Early Childhood Education and Care Pay and Conditions Research: Final Report Associate Professor Tamara Cumming

Associate Professor Tamara Cumming has been researching early childhood workforce wellbeing and sustainability for over 15 years. In 2023 she was part of a multi-disciplinary team of researchers at Macquarie University engaged by Australian Governments to investigate workforce pay and conditions. The resulting report was accepted by Government in 2026 and published with public availability: <https://tinyurl.com/p2wyswku>

The research was based on broad consultation with the early childhood education and care (ECEC) sector, as well as a literature review, an analysis of the ECE workforce relations legislative context and its Modern Awards and Enterprise Agreements, along with survey and economic analysis.

The key finding was that pay and conditions are indivisible from a larger system of enablers and barriers to ECE staff attraction and retention. These factors include: work environment, climate and employer support; opportunities for career development and progression; level of workload; options for flexible work; policy barriers across multiple jurisdictions. The report contains many practical insights and recommendations for employer groups and policymakers, as well as researchers.



The Oxford Handbook of Speech Development in Languages of the World Distinguished Professor Sharynne McLeod



This new must-have Handbook for speech pathology researchers and practitioners marks a paradigm shift in the world's knowledge of children's speech development. It provides a transformative solution for how disciplines can reduce disparities and overcome traditional English- and Western-centric biases. The Handbook includes:

- research from 172 international authors writing about 49 languages and 26 dialects across six languages (including knowledge not previously translated into English and from traditionally marginalized groups).
- 80 chapters: 5 intro chapters, 49 language chapters, 27 dialect chapters
- 173 authors
- 1503 pages
- Companion child/adult recordings

You can learn more about the research underpinning the Handbook at Charles Sturt University-associated YouTube channel:

- <https://research.csu.edu.au/multilingual-speech-playlist>
- <https://multilingual-childrens-speech-development.csu.domains/by-language/>

Distinguished Professor Sharynne McLeod and Dr Helen L. Blake held two celebrations with 61 authors of the Handbook - one at 8am and one at 6pm AEST in order to accommodate the world's timezones.

A **free sample chapter** is available until August 28 2026 here:
<https://academic.oup.com/edited-volume/62951/chapter/564582292>

Research with the Orange Aboriginal Medical Service (OAMS)



Over the past two years, Distinguished Professor Sharynne McLeod, PhD student Sarah Bartlett and research assistant Emily-Jane Woodhead have been undertaking research with the Orange Aboriginal Medical Service (OAMS). The research was funded through a grant to the Charles Sturt University Rural Health Research Institute from the Commonwealth of Australia, represented by the Department of Health (Grant Activity 4-DGEJZ1O/4-CW7UT14). The project was titled 'Improving access to speech pathology services for rural children with speech, language and communication needs'.



There were five phases to the project:

1. Baseline OAMS practice data to identify children's communication needs.
2. Analyse data from a longitudinal study of 1534 Australian First Nations children
3. Identify resources and services to support children's speech, language and communication.
4. Establish four Little Libraries
5. Trial screening assessment and intervention programs



Throughout the project the research team met with OAMS staff, Elders, children and families to seek their ideas and feedback, and later to discuss the outcomes and future dissemination of the research. These consultations resulted in the creation of four Little Libraries for each of the health areas at OAMS and Elders volunteering time to read to children as they waited for their appointments. At the conclusion of the project the team donated all the toys and resources used during the research phases to OAMS for children and families to use. The books were donated to the four Little Libraries and to some of the Elders and families who participated. The toys were donated to the Allied Health Assistant and the Early Years Program team. The maps were donated to sit above each of the Little Libraries as well as to one of the Elders whose idea it was to add them to the Little Library display. Academic presentations have been co-presented with OAMS CEO and staff at national and international conferences (including CVC2026) based on the successful outcomes of the project. One journal article has been published and other manuscripts co-authored with OAMS staff are under review in international journals.

McLeod, S., Harrison, L. J., McMahon, C., Wang, C., & Evans, J. R. (2025). Parent-reported speech and language in early childhood is an early indicator of Indigenous Australian children's literacy and numeracy outcomes. *Language, Speech, and Hearing Services in Schools*, 56(3), 730-746. https://doi.org/10.1044/2025_LSHSS-23-00200

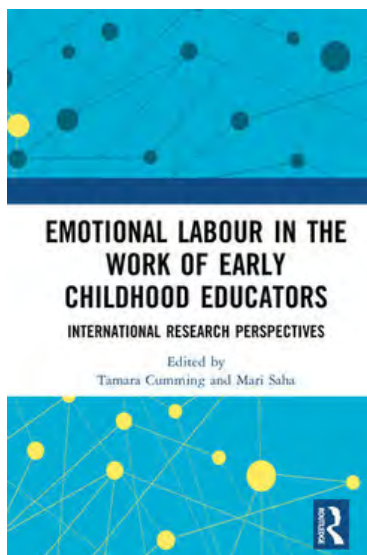
Emotional Labour in the Work of Early Childhood Educators: International Research Perspectives

Associate Professor Tamara Cumming

Currently in press with Routledge, this book is co-edited by CVC Associate Director Tamara Cumming and Associate Professor Mari Saha, Tampere University Finland. The book features contemporary international research on educators' emotional labour, which involves performing particular emotions and/or suppressing others according to the expectations and 'feeling rules' in a paid work environment (Hochschild Russell, 1983). This concept particularly applies in human service work, like early childhood education. In these sectors there can be many unspoken expectations of the performance of generally 'positive' emotional displays towards children and families regardless of what is occurring, or what emotions educators genuinely feel.

The book has 12 chapters - representing diverse contexts such as Australia, China, the United States, the United Kingdom, Nepal and Türkiye. Authors include established researchers as well as postgraduate student researchers. Topics will cover socio-cultural and political aspects of emotional labor in educators' work, ways that educators negotiate emotional labor in their work and new theorisations of emotional labour.

SDG 4 | SDG 8



Contributing to the WHO Global Research Agenda for Health Equity for Persons with Disabilities

Our work at the CVC is informed by the four key elements of the Lundy Model of Child Participation ensuring:

- **voice:** facilitating children's expression of their perspectives in ways they choose;
- **space:** giving children safe, inclusive opportunities to make and express their views;
- **audience:** social, political and economic changemakers listening to children's views;
- **influence:** children's views should be appropriately acted upon (<https://www.corc.uk.net/for-young-people/the-lundy-model-of-participation/>).

In September 2025 we had the opportunity to advocate for children's voices and experiences when we were invited to provide input to inform the WHO Global Research Agenda for Health Equity for Persons with Disabilities. Drawing on the interdisciplinary strength of our Affiliates and CVC staff, our input included: the impact of limited understandings of the impacts on children's functioning of invisible disabilities; the need to work respectfully with First Nations children in the context of post-colonial impacts on their communities' health and wellbeing; developing better ways of hearing the voices of children experiencing disability have their voices heard and recognised as meaning makers and part of a community of writers and readers; and the challenges for the early childhood workforce of appropriately and fully supporting the inclusion of children with diverse needs.

SDG 3 | SDG 10



Growing research and changing children's lives

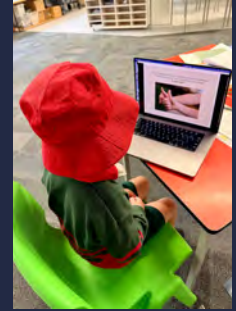
Tasmanian speech sound disorders prevalence and screening pathway project (CeTasSSD)



Catholic Education Tasmania has funded CVC researchers to conduct the Tasmanian speech sound disorders prevalence and screening pathway project (CeTasSSD). Distinguished Professor Sharynne McLeod has been leading a team of six speech pathologists to assess all kindergarten students attending Catholic Education Tasmania primary schools. This project has created the opportunity for Central West-based speech pathologists Emma Scanlon and Ally Barrett to join the research project, along with Tasmanian-based speech pathology PhD student Felicity Laurence, and speech pathologist Lisa Johnson also providing assessment expertise.



Data collection was embedded within existing school processes, and modified collaboratively with teaching colleagues during visits to schools in Tasmania.



Altogether, 929 students' speech was screened with the Intelligibility in Context Scale, with 895 of these also using the International Speech Screener. Over half the students were identified for additional assessment using ICS and/or teacher "worry" about students' ability to pronounce speech sounds (n = 526).

Thriving kids

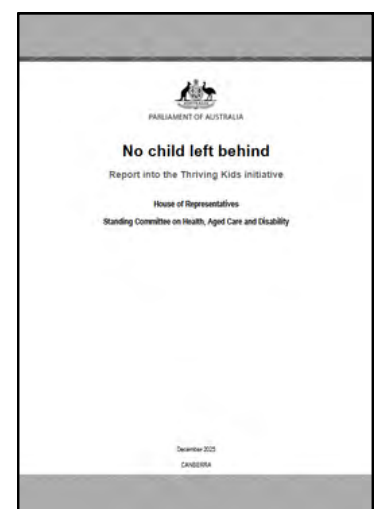
CVC Associate Director Kathy Cologon gave evidence to the Australian Government House of Representatives Standing Committee on Health, Aged Care and Disability's Inquiry into the Thriving Kids initiative, bringing a strong focus on children's rights, inclusive education and the importance of listening directly to children. Thriving Kids is a new Australian Government program to support children with developmental delay and Autism, and their families.

Drawing on research with children who experience disability, Kathy highlighted the need for Thriving Kids to be built on an anti-ableist and inclusive foundation, with supports delivered in the everyday places where children live, learn and belong, and through genuine collaboration between families, educators, health and allied health professionals.

No child left behind: Report into the Thriving Kids Initiative, which highlighted Kathy's evidence that inclusive education delivers equal or better outcomes for all children, families, teachers and society.

Kathy's contribution was subsequently cited in the Committee's final report, saying: "research shows that inclusive education delivers equal or better outcomes for all children, families, teachers, and society." (p.146)

A meaningful example of CVC research, children's voices and evidence contributing directly to national policy conversations.



10th Congress of Baltic States Speech Language Therapists, Latvia, April 10 2026

Children's portrayal of health and health services:

Perspectives from children with and without disabilities

Dr Kathryn Crowe, Dr Carolyn Gregoric, Distinguished Professor Sharynne McLeod,
Dr Belinda Downey, Associate Professor Tamara Cumming, Associate Professor Kathy Cologon

The objective of this research was to understand the perspectives of children with disabilities (including those with speech, language, and communication needs, SLCN) about health and access to healthcare. Child-focused participatory action research was used to design and analyse children's perspectives. Firstly, a group of children (including children with SLCN and other disabilities) co-designed and piloted questions that would be used in this study: What makes you healthy? Who helps you be healthy?, Where do you go to get healthier?, and What would your ideal hospital or health service look like? Secondly, children across the world were invited create and describe an artwork in response to one or more of these questions.

Thirdly, the Children's Advisory Group at the Children's Voices Centre (CVC) analysed each of the artworks and their accompanying text. The children created themes and advice based on these sources. Altogether 126 artworks were received from children in 18 countries, including 60 from children with disabilities, chronic health conditions, and/or health concern (e.g., SLCN).

The children's analysis concluded that having good health required food, friends, doctors, rainbows, hospitals, abilities, workout and sports, energy, and 'stuff'. Artwork created by children with disabilities more often focused on hospitals and doctors. Children with disabilities were more likely to describe being afraid at health facilities and wanting their parents with them, and wanting staff to listen to them and to be kind.

Children's artworks can be seen here:
<https://www.csu.edu.au/research/childrens-voices-centre/research/childrens-voices>.



All photographs in this newsletter have been taken with permission from the adults and children who are pictured © Children's Voices Centre



TEDx Albury Presentation 'Reimagining Schools for Belonging'

Associate Professor Brendon Hyndman

CVC Affiliate Associate Professor Brendon Hyndman presented at TEDx Albury on 25 October 2025. The topic of Brendon's talk **Reimagining Schools for Belonging** connects strongly with children's voices, agency, belonging and their experiences in school environments. Brendon's talk was based on research he has been conducting for over two decades, exploring how everyday school environments – from playgrounds to classrooms – can shape the health, behaviour, and futures of young people.

Brendon has found that students want a place for: doing, thinking, feeling, and being. When these places are created, other positives flow, like teamwork, belonging and wellbeing. When those needs are ignored bullying and disconnection can result. To watch Brendon's presentation visit:

<https://www.youtube.com/watch?v=fcgntwa25xr0>

Photos by Luke Hunter www.lukehuntermedia.com

Early Childhood Education and Care Leadership Research Symposium

Associate Professor Leanne Gibbs

On November 5th 2025 Associate Professor Leanne Gibbs led the online Early Childhood Education and Care Leadership Research Symposium at Charles Sturt University. The event brought 600 educators, researchers and sector leaders from across Australia together to explore leadership in early childhood settings.

The Symposium featured presentations on mentoring, workforce retention, rural and remote leadership, exemplary practice and sustainability. The strong participation reflected the sector's strong interest in leadership as vital for quality, equity and children's wellbeing.

CVC affiliate Dr Belinda Downey also shared her research insights, offering practical strategies to help shape future leadership practice. The symposium fostered dialogue, connection, and shared commitment to strengthening early childhood leadership nationwide. The Symposium was a part of Leanne's CSU ECR Grant and was co-funded by OMEP Australia.

Children's Voices Centre



L to R: Elissa Dell (Research Assistant) Dr Belinda Downey, Dr Leanne Gibbs, Associate Professor Lena Danaia

Development of a culturally responsive Ghanaian English speech and language assessment tool

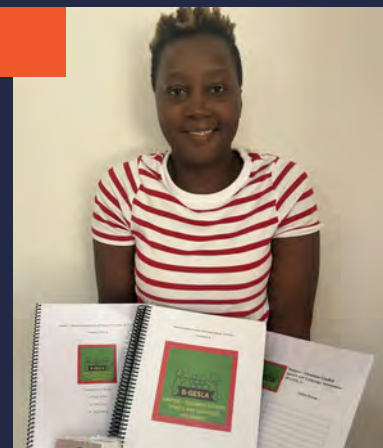
PhD Thesis

Dr Josephine Ohenewa Bampoe

Josephine's PhD research has addressed a critical speech pathology practice gap in her home country of Ghana. As part of her PhD studies she developed the first culturally responsive formal speech and language assessment tool for Ghanaian English-speaking children. The tool was grounded in Ghanaian linguistic and cultural realities, including the perspectives of clinicians.

Ghana is one of the most linguistically diverse countries in Africa, with more than 81 languages spoken across the country. Many children grow up moving between one or more Ghanaian languages and English, depending on their home, school and community environments.

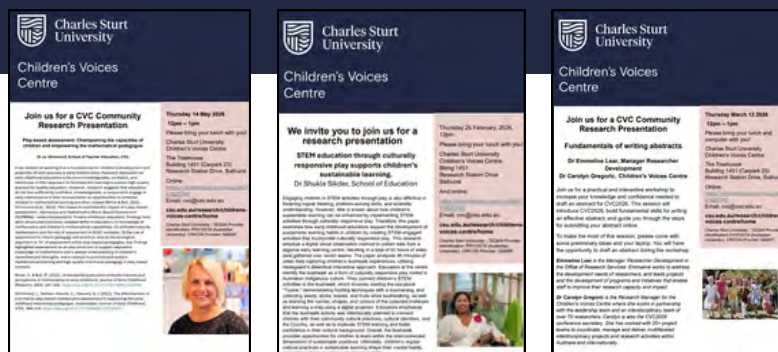
Josephine's international examiners praised her thesis for "identifying structural limitations of monolingual, Minority World-normed assessment tools", and that her work



demonstrated a "deep understanding of the professional challenges faced by potential users of the assessment tool". The examiners also praised her "very real commitment to addressing the needs, with respect to language assessment, of multilingual children in Majority World countries."

A CSU Tri-Faculty HDR Scholarship also allowed Josephine to return to Ghana with six copies of her paediatric speech and language assessment tool which will be used by speech pathologists in the field. Congratulations on the difference you are making Josephine and thank you to her supervisors, including CVC affiliate Prof Sarah Verdon.

CVC Research Community Presentation Series



Every Thursday at midday CVC features the work of an affiliate, visitor or staff member in our Research Community Presentation Series. We hold the presentations as hybrid events online and in-person and love it when we have the presenter live with us at The Treehouse. So far we have featured the work of:

- 4 affiliates (Prof Jillian Marsh, Dr Shukla Sikder, Dr Will Dobud and Dr Jo Grimmond)
- 2 CVC visitors (PhD student Wiebke Freese and Visiting Scholar Dr Zinnia Mevawalla)
- 2 CVC PhD students (Holly McAlister and Sarah Bartlett) and
- 4 CVC staff (Prof Sharynne McLeod, A/Prof Tamara Cumming, A/Prof Kathy Cologon and Dr Carolyn Gregoric).

Attendees come from across the range of affiliate disciplines and this prompts robust and thought-provoking discussion following each presentation.

We have also had presentations from two Charles Sturt University professional staff

- Dr Emmaline Lear from the CSU Research Office presented on writing a good conference abstract, with CVC's Dr Carolyn Gregoric
- Lyndall Holstein, Faculty of Science Librarian presented on open access publishing for academics.

Every two months we also hold a CVC Affiliate meeting, where we discuss research opportunities and activities.

Understanding the process of scientific literacy development among children in the early years through play and intentionality

Dr Goutam Roy, Dr Shukla Sikder and Professor Will Letts

Dr Goutam Roy, Dr Shukla Sikder and Professor Will Letts have published an article titled "Understanding the process of scientific literacy development among children in the early years through play and intentionality" in the *Research in Science Education* (Q1) journal.

This open-access article is an output from Goutam's PhD. In this paper, the authors explore how children develop their scientific literacy through their science play experiences with the help of educators' intentionality. Their findings illustrated a three-stage continuum of promoting children's scientific literacy: planning, play-based action and production phases, and pedagogical reflection. The study recommends continuing interrelated and interconnected science play activities to progress children's higher learning development and scientific literacy in the early years.

- Roy, G., Sikder, S. & Letts, W. (2025). Understanding the process of scientific literacy development among children in the early years through play and intentionality. *Research in Science Education*. <https://doi.org/10.1007/s11165-025-10291-9>

SDG 4 | SDG 10



Language, Speech, and Hearing Services in Schools Clinical Forum

Guest editors: Distinguished Professor Sharynne McLeod, Associate Professor Kathy Cologon and Dr Helen Blake.

This Special Issue of LSHSS encouraged research submissions that offer insights into children's communication aligned with the Convention on the Rights of the Child (CRC, United Nations, 1989), the United Nations' most widely ratified human rights treaty.

The CRC is important for everyone, including children with speech, language, communication and swallowing needs, their families, communities, and those who work with them (e.g., speech-language pathologists, audiologists, educators, psychologists, health and medical professionals, lawyers).

Authors were asked to address at least one Article of the CRC and its relationship to children's communication, particularly children with diverse communication abilities. The Special issue also encouraged perspectives from across the world in a variety of disciplines, including from people who live and work in Majority World countries (low and middle-income countries and small island states). Papers that include the perspectives of children were also encouraged.

LSHSS is a quality Q1 journal published by the American Speech-Language-Hearing Association. and the special issue will be published in 2027 (early online papers are available now)

SDG 3 | SDG 4 | SDG 8 | SDG 10 | SDG 17



Gli Speech Sound Disorders nei bambini plurilingue [Speech sound disorders in multilingual children]

Dr Kate Margetson, Distinguished Professor Sharynne McLeod and Dr Helen L. Blake

CVC authors were invited to contribute to this edited collection. The Italian editors expect this volume will become a reference textbook for Italian undergraduate and postgraduate speech and language therapy programs. The book was also officially launched at the *Italian Congress of Phoniatrics and Speech and Language Therapy* in February 2026 for which Kate and Sharynne were invited to record a presentation.

- Margetson, K., McLeod, S., & Blake, H. L. (2025). Gli Speech Sound Disorders nei bambini plurilingue [Speech sound disorders in multilingual children]. In S. Piazzalunga, R. Salvadorini, N. Pizzorni, F. Todaro, & A. Schindler (Eds.). *Speech sound disorders: Evidenze scientifiche e buone prassi riabilitative [Scientific evidence and best rehabilitative practices]* (pp. 415-432). Erickson University & Research.
<https://www.erickson.it/it/speech-sound-disorders>

SDG 4 | SDG 10



Speech Pathology Australia National Conference

Sarah Bartlett, A/Prof Suzanne Hopf, Prof Sarah Verdon, Dr Marie Ireland and Distinguished Prof Sharynne McLeod

The Speech Pathology Australia (SPA) 2026 Conference took place from Thursday 25 to Saturday 27 June 2026 at the Yugambeh / Gold Coast, Australia. The SPA 2026 Conference theme, *Impact through speech pathology*, celebrated the meaningful difference speech pathologists make in the lives of individuals, families, and communities.

CVC was well represented by affiliates Sarah Bartlett, A/Prof Suzanne C. Hopf, Prof Sarah Verdon, CVC adjunct Dr Marie Ireland (visiting from USA) along with Director Sharynne McLeod. Presentations were:

- Marie Ireland and Sharynne McLeod: **School speech pathologists' navigation of nine tensions regarding evaluation and eligibility in USA**
- Kate Margetson and Sharynne McLeod: **Assessing children's speech in unfamiliar languages: Acceptability of the Speech Assessment of Children's Home Language(s) (SACHL)**
- Sharynne McLeod and Helen L. Blake: **Resources in 131 languages and dialects: Multilingual minds have unlocked global knowledge about children's speech**
- Sarah Bartlett, Sharynne McLeod: **Implications of caregiver-implemented intervention for three underserved communities**

SDG 4 | SDG 10



Keynote presentations: Australian Association for Research in Education

Associate Professor Kathy Cologon contributed to the Australian Association for Research in Education (AARE) 2025 Conference through two research presentations and the prestigious Sue Grieshaber Commemorative Lecture.

In **From Lived Experience to Systemic Change: Children's Perspectives as the Foundation for Equity Education**, Kathy shared research exploring how children's lived experiences of inclusion, exclusion, disability and diversity can inform educational practice, policy and systems. Central to the presentation was the importance of arts-based, participatory and multimodal approaches that recognise children as knowledgeable contributors and changemakers.

Kathy co-presented with CVC adjunct Dr Olivia Karaolis on **Beyond Words: Anti-Ableist Pedagogies and Children's Participation Through Inclusive Arts**, examining how inclusive arts practices can expand the ways children participate, communicate and influence their learning environments.

Kathy was also invited to deliver the 2025 Sue Grieshaber Commemorative Lecture, **Anti-ableist Pedagogy: A Necessary Foundation for Inclusion**. The lecture drew together research with children and families to argue for an explicitly anti-ableist approach to education grounded in ontological inclusion, epistemic justice, design justice, relational accountability and structural responsibility.

Across all three contributions was a consistent message: children's perspectives should not sit at the edges of conversations about inclusion. They can help us rethink how we design education, challenge exclusion and move from simply listening to children toward acting with children for change.



Universal Design for Learning as a social justice issue

Associate Professor Kathy Cologon contributed to Kathmandu University School of Education's *Leading Through Evidence: The Role of Research and Innovation in Transforming Nepal's ECD Sector*, presenting keynote titled **A Discourse on UDL-led Inclusive Education Practices for Social Justice**. Kathy explored Universal Design for Learning (UDL) as a human rights and social justice approach to education that asks us to reconsider who learning environments are designed for and where responsibility for accessibility sits. The session highlighted learner variability as the norm, the importance of maintaining high expectations, and the need to design curriculum, pedagogy, assessment and environments that remove unnecessary barriers from the outset. Read more: <https://tinyurl.com/4n8an9rb>



Early Learning Association Australia Presentation Day

Associate Professor Tamara Cumming was invited to present at an Early Learning Association Australia (ELAA) event featuring findings of the Championing Work Safety in Early Learning project. Tamara's presentation - **The Early Childhood Education Workforce in Context** - set the stage for five groups of educators to share how they used action research to investigate and transform work health and safety consultation practices ways in their workplaces.

Tamara and colleagues from the Early Childhood Educator's Wellbeing Project team are continuing their research and evaluation of the Championing Work Safety project. Findings from interviews, focus groups and surveys with Victorian early childhood education industry stakeholders will be presented to ELAA at the end of 2026.

Community Early Learning Australia National Conference

Associate Professor Kathy Cologon presented at Community Early Learning Australia's national ELEVATE Conference, sharing insights from **Anti-Ableist Pedagogy, Children's Voices and Inclusive Art-Making**.

Within the session, Kathy invited educators to recognise children's voices in all their diverse forms, through movement, touch, sound, gesture, emotion and material exploration, and to approach inclusion not as an add-on, but as a creative and joyful starting point for practice. A powerful reminder of the role educators can play in creating learning environments where every child's voice matters!

Invited presentation at the National Workforce Forum

Associate Professor Tamara Cumming was invited to present as part of a panel discussion at the Australian Children's Education and Care Quality Authority's National Workforce Forum on November 25-26 2025. The forum was part of the evaluation of Shaping our Future - The National Children's Education and Care Workforce Strategy (2022-2031).

Tamara's presentation was part of a panel discussion on **Culture, Educator Wellbeing and Children's Outcomes**. Tamara drew on her 15+ years of research into educator wellbeing and workforce sustainability to emphasise the connections between workplace conditions, educator wellbeing and children's experiences and outcomes.



ACT CECA Early Childhood Education and Care Symposium

Associate Professor Kathy Cologon contributed to the June 2026 ACT Early Childhood Education and Care Symposium, hosted by Children's Education and Care Assurance (CECA), through a paper presentation, workshop and plenary panel discussion. The symposium focused on responsive relationships with children and respectful, collaborative partnerships with families as foundations for quality early childhood practice. Kathy's presentation and workshop, **Respecting Children's Perspectives: Inclusive Approaches to Listening and Learning with and from Children**, explored what young children tell us about inclusion when educators create meaningful opportunities to listen in diverse ways. Drawing on three studies with children, including arts-based and anti-ableist methodologies, Kathy highlighted how children communicate their experiences through words, gesture, movement, art, play, storytelling and relationships, and what becomes possible when children's perspectives are approached through inclusive, multimodal and rights-based practices. Kathy also joined the symposium's plenary panel, contributing to a wider discussion about how relationships with children and families can be embedded through systems, educator supports and everyday practice.

United Nations Youth Regional Conference



Associate Professor Tamara Cumming provided a welcome to delegates of the United Nations Youth Regional Conference, held at the Charles Sturt University Bathurst Campus in March 2026. Speaking on behalf of the Children's Voices Centre, Tamara acknowledged the connections between the UN event's aims to empower young people to make a difference through leadership, public speaking and debating and the CVC's focus on facilitating the space, voice, influence and audience for children's voices to be heard.

CVC Associate Director in the media



Associate Professor Kathy Cologon was interviewed by broadcaster and human rights lawyer Sam Drummond for Episode 5 of *Building Inclusion* – Australia's Disability Strategy podcast – to discuss the future of education in Australia, and why true inclusion must remain the goal.

Listen to Episode 5 focusing on Education and Learning [here](https://lnkd.in/g8Nx8Wjk) - <https://lnkd.in/g8Nx8Wjk>
(more info: <https://lnkd.in/p/gseizhrp>)

Inclusive Schooling Summit



Associate Professor Kathy Cologon joined Tim Cologon to open Illume Learning's 2026 Inclusive Schooling Summit. Drawing on their research with children and families, Kathy and Tim explored what inclusion really means – belonging, participation and being recognised as a valued contributor. A key message was the importance of genuinely listening to children in all the ways they communicate, taking their perspectives seriously, and ensuring their ideas have real influence. When children see their voices leading to change, they can come to see themselves not only as participants, but as contributors and changemakers.

ABC Kids



To celebrate National Children's Week, Associate Professor Kathy Cologon wrote a post for ABC Kids: **Children as Changemakers: Listening That Changes Us**. Kathy shared insights from her arts-based research centring children's voices and experiences. Her post touched on issues such as:

- Listening Through Art: A Research Approach
- When Children 'Talk Back': Challenging Comfortable Assumptions
- The Pain of Being Left Out

To read Kathy's full post:

<https://www.abc.net.au/abckids/early-education/reflective-journal/children-as-changemakers-listening-that-changes-us/105820428>

Early Childhood Professorial Advisory Council

In November 2025 CVC Associate Directors Tamara Cumming and Kathy Cologon formally endorsed the Early Childhood Professorial Advisory Council's (ECPAC) six-point plan to help fix Australia's 'broken' early childhood education system.

Associate Professor Tamara Cumming was interviewed on ABC Goulburn-Murray (Albury-Wodonga), explaining that achieving social justice requires changes to attitudes, practices and policies, and that these must be backed through political will and commitment to prioritise fixing the early learning system.

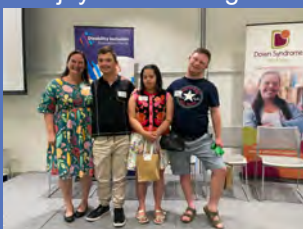
Sydney Inner West Council

In January 2026 Associate Professor Kathy Cologon presented her research with families of children who experience disability in a keynote presentation at the Inner West Children's Services annual professional learning conference. Kathy's presentation, **Presuming Competence, Listening to Families**, challenged educators to consider diverse family perspectives in working toward anti-ableist approaches to early childhood education. One participant shared that they: "found the concept of 'thick injustices' fascinating, and am prompted to self-assess to see if I am displaying such biases unconsciously".



Down Syndrome Victoria

Associate Professor Kathy Cologon attended Down Syndrome Victoria's 2026 Authentic Inclusion in Schools conference in March 2026. The highlight for Kathy was chairing a panel of young adults with Down syndrome and their parents. With a mixture of laughter and tears, panel members shared their thoughts about their schooling, including challenges and highlights, and what life after school looks like. Kathy also presented **Turning the Page: Pathways to Lifelong Reading for All**. The presentation explored pathways to reading for people with Down syndrome, challenging persistent misunderstandings about who can learn to read and highlighting the importance of presuming competence. Kathy concluded her session by emphasising that pathways into literacy may be diverse, but every learner deserves rich, ongoing opportunities to experience the connection, learning and joy that reading can bring.



United Workers' Union

Associate Professor Tamara Cumming presented **Turning Insights into Actions to Support Educator Wellbeing** to United Workers' Union members in March 2026. With persistent workforce shortages and retention challenges, the Union invited Tamara to speak with members about research-informed ways to support educator wellbeing. Based on evidence from research with the Early Childhood Educators' Well-being Project, Tamara emphasised the value of attending to relational aspects of educators' work environment such as collegiality and bullying. She also reiterated the importance of educators' rights to occupational health and safety in work environments, and the implications of physical injury to services, children and families as well as educators themselves.



Bathurst Regional Art Gallery presents Children Draw Health drawings on the 'Out There' Digital Forecourt Projector



L: A child's drawing featured in the exhibition
R: A/Director Tamara Cumming speaking at the launch event

From 22 November - 25 January 2026 drawings from the CVC's Children Draw Health research project were featured in the Bathurst Regional Art Gallery's Out There Exhibition. A five minute digital carousel of images and explanatory notes were projected on the wall of the Art Gallery's Forecourt, highlighting our work to create opportunities for all children to express their perspectives, share their knowledge, and be listened to with respect and action.

CVC Associate Director Tamara Cumming spoke at the launch of the exhibition on behalf of the CVC, explaining that the images came from our Children Draw Health project which is informing the World Health Organization's efforts to improve health equity for all children especially those with experience of disability.

She also mentioned that the project began by developing research questions with a Children's Advisory Group made up of children aged 5 to 17 working together on Wiradjuri Country. Children Draw Health invited children from across the world to draw or create a picture of their perspectives about health and healthcare, then answer a few quick questions to describe their creation. 126 drawings by children from 18 countries (Australia, Botswana, Canada, Croatia, Denmark, Faroe Islands, Hungary, Iceland, India, Iran, Kenya, Malta, Netherlands, Rwanda, Thailand, Uganda, United Kingdom, United States) were received in response to the prompts: What makes you healthy? Who helps you be healthy? Where do you go to get healthier? What would your ideal hospital or health service look like?

She went on to say that: "What we learned from children through this project is that the world is not yet built for everyone, and there is room for change. As Jocelyn (11) says "it means making sure that everything's fair for everyone, just doing little acts so everything is all right for everyone". Children's words are already being taken seriously in spaces of global decision-making. We wonder what else could we change if we truly listened to what children are telling us?

SDG 4 | SDG 10



Local Connections

CVC Director Distinguished Professor Sharynne McLeod was invited by Bathurst Regional Council to speak to their Cultural & Community Services team as part of their ongoing professional development and sector engagement program in August 2026. It was as wonderful opportunity to speak about the Children's Voices Centre and all of the fantastic research, professional development and children's advocacy work we are doing in Bathurst and around the world. Her presentation was held in the Motor Racing Museum on Wahluu (Mt Panorama).



CVC staff and affiliates have written books and created opportunities for CVC affiliates, adjuncts and HDR students to write in edited books and special issues.

***bolded text = CVC affiliate/adjunct/HDR student**

BOOK: Cooke, M., & Gibbs, L. (2026). *Transforming early childhood practices: Thinking with the theory of practice architectures*. Essential Resources.

BOOK: Dobud, W. W. & Harper, N. J. (2025). *Kids these days: Understanding and supporting youth mental health*. New Society Publishers.

BOOK: Gibbs, L. (2025). *Cultivating leadership in early childhood education and care: Trouble, complexity and promise*. Routledge.

BOOK: Hossain, M. M., Abdulla, F., & Rahman, A. (Eds.) (in press). *Modelling climate change impacts: Data science, AI and machine learning approaches*. John Wiley & Sons.

BOOK: Rahman, A., Abdulla, F., & Hossain, M. M. (2025). *Scientific data analysis with R: Biostatistical applications*. CRC Press.

EDITED BOOK: Cumming, T., & Saha, M. (Eds.). (2027). *Emotional labour in the work of early childhood educators: International research perspectives*. Routledge.

176 pages, 12 chapters) **1 CVC editor | 2 CVC authors | 2 CVC chapters**

- **Cumming, T.** (2027). Politics of knowledge-about emotional labour in the work of early childhood educators. In T. Cumming & M. Saha (Eds.), *Emotional labour in the work of early childhood educators: International research perspectives*. Routledge.
- **Lu, J., & Gao, Y.** (2027). A hidden face: An exploration of early childhood leaders' emotional labor in China. In T. Cumming & M. Saha (Eds.), *Emotional labour in the work of early childhood educators: International research perspectives*. Routledge.

EDITED BOOK: McLeod, S. (Ed.). (2026). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.

1,503 pages, 80 chapters, 173 authors, 75 languages varieties **1 CVC editor | 9 CVC authors | 9 CVC chapters**

1. **Crowe, K. & McLeod, S.** (2026). Researching children's speech development. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
2. **Margetson, K. & McLeod, S.** (2026). Speech assessment of children's home languages (SACHL): A clinical protocol. In S. McLeod (Ed.), *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
3. **Margetson, K., McLeod, S., Tran, V. H., Verdon, S., & Pham, B.** (2026). English + Vietnamese speech development. In S. McLeod (Ed.), *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
4. **McAlister, H., Hopf, S., Geraghty, P., & McLeod, S.** (2026). English (Fiji) speech development. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
5. **McLeod, S.** (2026). Children's speech development around the world: A transformative paradigm shift. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
6. **McLeod, S., & Blake, H. L.** (2026). English (Australian) speech development. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
7. **Pham, B. & Margetson, K., McLeod, S., Tran, V. H. & Verdon, S.** (2026). Vietnamese speech development. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
8. **Verdon, S.** (2026). Cultural considerations regarding children's speech development. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.
9. **Zarifian, T., Shoostaryzadeh, F., Blake, H. L., Fotuhi, M., Kazemi, Y., & Modarresi, Y.** (2026). Persian/Farsi speech development. In S. McLeod (Ed.). *The Oxford handbook of speech development in languages of the world*. Oxford University Press.

EDITED BOOK: Sikder, S., Stevenson, E., & Van Reyk, D. (2026, in press). *Sustainability in and of STEM education: Theoretical foundations and practical applications*. Springer.

1 CVC editors | 8 CVC authors | 4 CVC chapters

1. **Sikder, S., Stry, C., Cologon, K., Hyndman, B., Grimmond, J., Mullick, J., Roy, G., Danaia, L., Li, L., Hossain, M. A. & Dwyer, J.** (2026, in press). Inclusive STEAM pedagogy promotes children's sustainable learning practices through culturally responsive play in the early years. In S. Sikder, S., E. Stevenson, E., & D. Van Reyk, D. (Eds.), *Sustainability in and of STEM Education: Theoretical foundations and practical applications*. Springer.
2. **Sikder, S., Danaia, L., Hyndman, B., Downey, B., Roy, G., & Tribolet, K.** (2026, in press). Sustaining STEM education through play in Early Childhood (EC) Initial Teacher Education (ITE): Insights from Australian ITE EC Programs. In S. Sikder, E. Stevenson, & D. Van Reyk, D. (Eds.), *Sustainability in and of STEM Education: Theoretical foundations and practical applications*. Springer.
3. **Sikder, S., Stevenson, E., & Van Reyk, D.** (2026, in press). Contemporary perspectives of STEM education for sustainable learning. In S. Sikder, E. Stevenson, & D. Van Reyk, D. (Eds.), *Sustainability in and of STEM Education: Theoretical foundations and practical applications*. Springer.
4. **Roy, G., & Sikder, S.** (2026, in press). Sustaining children's scientific literacy in the early years through play: Educators' views on intentionality, confidence, and practices in early STEM Education. In S. Sikder, E. Stevenson, & D. Van Reyk, D. (Eds.), *Sustainability in and of STEM Education: Theoretical foundations and practical applications*. Springer.

CVC staff and affiliates have created opportunities for CVC affiliates, adjuncts and HDR students to write in international edited books and special issues. Here are some current publications ***bolded text = CVC affiliate/adjunct/HDR student**

EDITED BOOK: Blake, H. L., McLeod, S. Margetson, K., & Goldstein, B. A. (2026, in press). Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.

34 chapters, 59 authors, 18 countries, 3 CVC editors | 10 CVC authors | 12 CVC chapters

1. **Bampoe, J. & Verdon, S.** (2026, in press). Cultural and linguistic considerations when working with multilingual children. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
2. **Blake, H. L., McLeod, S., Margetson, K.,** Goldstein, B. A. (2026, in press). Reflections on multilingual aspects of children's speech sounds. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
3. **Crowe, K. & d'Arc Ntigulirwa, J.** (2026, in press). Translation to practice: Speech and sign transcription for bimodal children. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
4. **Kablaoui, S., Hopf, S. C., & Blake, H. L.** (2026, in press). Translation to practice: Consonants and vowels used across Arabic dialects. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
5. **Margetson, K. & McLeod, S.** (2026, in press). Considering idiolects and translanguaging when working with multilingual children and families. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
6. **Margetson, K., McLeod, S. & Blake, H. L.** (2026, in press). Multilingual children's speech: Foundations, development, and practices. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
7. **McAlister, H., & Hopf, S. C.** (2026, in press). Translation to practice: Communication specialists' service provision for multilingual children and families from the Pacific Islands. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
8. **McLeod, S.** (2026, in press). Assessment of multilingual children's speech. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd ed.). Multilingual Matters.*
9. **McLeod, S.** (2026, in press). Translation to practice: Creating sampling tools to assess multilingual children's speech. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
10. **McLeod, S. & Goldstein, B. A.** (2026, in press). Children's multilingual speech acquisition. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*
11. **McLeod, S., Verdon, S., Margetson, K., Phạm, B., Tran V. H., & McAlister, L.** (2026, in press). Translation to practice: Understanding multilingual children's speech through long-term collaboration between Vietnam and Australia. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd ed.). Multilingual Matters.*
12. **van der Straten Waillet, P., Colin, C., & Crowe, K.** (2026, in press). Translation to practice: Assessment, analysis and diagnosis of multilingual children's speech in French-speaking Belgium. In H. L. Blake, S. McLeod, K. Margetson & B. A. Goldstein (Eds.), *Multilingual aspects of children's speech sounds (2nd edition). Multilingual Matters.*

SPECIAL ISSUE: McLeod, S. & McAlister, H. (2026). Special issue: Listening to children with diverse communication abilities, *Child Language Teaching and Therapy*, 42 <https://journals.sagepub.com/home/clt>

17 papers, 6 countries. 2 CVC editors | 19 CVC authors | 8 CVC peer reviewers | 6 CVC papers

1. **Cologon, K.** (2026). From space and voice to audience and influence: Methodological approaches to inclusive co-research with young children. *Child Language Teaching and Therapy*, 42, <https://doi.org/10.1177/02656590261470993>
2. **Deehan, H., McLeod, S. & Harrison, L. J.** (2026). "Oh! I forgot the voice": Comparing drawings of talking by children with and without speech sound disorder. *Child Language Teaching and Therapy*, 42, <https://doi.org/10.1177/02656590261433348>
3. **Gregoric, C., McLeod, S., Hopf, S. C., Downey, B., Rahman, A., Sikder, S., Zischke, C., Tran, V. H., Murray, E., McAlister, H., Ivory, N., Delli-Pizzi, L., Elwick, S., Dealtry, L., Davies, J.** (2026). Advancing the Sustainable Development Goals by listening to children's voices across the globe. *Child Language Teaching and Therapy*, 42, <https://doi.org/10.1177/02656590251406102>
4. **McAlister, H., McLeod, S., & Hopf, S. C.** (2026). Ladders, trees and matrixes: Child-focused participatory action research frameworks for children with diverse communication abilities. *Child Language Teaching and Therapy*, 42, <https://doi.org/10.1177/02656590261455298>
5. **McCormack, J., Cronin, A., McLeod, S., Ireland, M., Wang, C., & Tiong, C.** (2026). Children's drawings of intervention for childhood apraxia of speech: Place, people, activity, and emotion. *Child Language Teaching and Therapy*, 42, <https://doi.org/10.1177/02656590251375340>
6. **McLeod, S.** (2026). Large listening ears are not enough: How can we mature in our practices to listen to children? *Child Language Teaching and Therapy*, 42, <https://doi.org/10.1177/02656590261477289>

SPECIAL ISSUE: Cologon, K., Mevawalla Z. & Downey, B. (2026). Special issue: Early education for all: Celebrating diversity and seeking inclusion, *European Early Childhood Education Research Journal*, 34(3), <https://www.tandfonline.com/toc/recr20/34/3>

12 papers | 3 CVC editors | 6 CVC authors | 2 CVC papers

1. **Cologon, K., Mevawalla, Z., & Downey, B.** (2026). Working towards inclusion: Disrupting normativity and reimagining early childhood education. *European Early Childhood Education Research Journal*, 34(3), 381-384. <https://doi.org/10.1080/1350293X.2026.2668306>
2. **Karalis, O., & Cologon, K.** (2026). Beyond words: Inclusion through arts rich experiences. *European Early Childhood Education Research Journal*, 34(3), 455-467. <https://doi.org/10.1080/1350293X.2026.2653671>

Children Draw Health Global Online Gallery

Children from across the world were invited to 'draw or create a picture of to present their perspectives about health and healthcare, then answer a few quick questions to describe their creation.

More than 120 drawings, creations and photos from children across the world show us:

- WHAT makes children healthy
- WHO helps children be healthy
- WHERE do children go to get healthier
- WHAT would children's ideal hospital or health service look like

[Children draw health to advance health equity](#)

Submission to the 76th Session of the World Health Organization Regional Committee for the Western Pacific (RCM76) | Nadi, Fiji | October 2025



Gallery 1: What makes you healthy



Gallery 2: Where do you go to get



Gallery 3: Who helps you be healthy



Gallery 4: What your ideal hospital or

Children's insights into healthcare

Children want their parents with them:

"My dad stayed with me the whole time."

Children want staff to listen: "Listen to me and really take in what I say and try to help," "Talk to me when I'm upset."

Children want staff to be kind: "My doctor is kind and funny, but sometimes doctors are not so kind and that is bad for kids."

Children want to hear music instead of noisy machines.

Learn more about being part of the Children's Voices Centre

cvc@csu.edu.au

- **CVC Affiliates** - Charles Sturt University staff, students, undertaking research with, for, or about children
- **CVC Adjuncts** - Researchers who contribute to the work of the CVC (by invitation)
- **CVC Friends** - Anyone in the community (individuals or groups) wanting to be on the CVC mailing list to find out more about our work

Engage with us as a research partner, student, donor, or volunteer

We extend an invitation to join us in our work by providing funds or in-kind support for our work (we welcome support on specific projects, with equipment, personnel, digital presence).

Learn more about other ways you can engage with the Children's Voices Centre here: csu.edu.au/research/childrens-voices-centre/engage-with-us



Thank you for reading our newsletter and learning about the wonderful work of the Children's Voices Centre



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csu.edu.au/research/childrens-voices-centre