

Guest address: Learning Intervention

The ideas in this presentation are the outcome of reflecting on how decisions in educational casework are made. In this presentation I will outline some key ideas and frameworks that I believe can support psychologists in educational casework, including ways of thinking about how we work with inclusive classroom teachers so that educational casework and responsive teaching combine to provide the very best intervention for students. As well, we will think about how to make sure all our intervention is evidence informed, how our planning includes assessment to support each step of the intervention, how to select useful learning opportunities and teaching strategies and how to ensure consideration of both intervention and implementation factors when evaluating our work in educational casework. I hope you will take something useful away with you to build on your educational intervention processes.



About the presenter:

Jeanette Berman, PhD, MNZPS, Associate Professor of Inclusive Education at the University of New England, comes from Anaiwan country in northern NSW in Australia. She is a teacher and registered psychologist with professional experience working in schools. Her interests are broad, involving child and adolescent development, sustainable learning, psychoeducational assessment, responsive classroom teaching, learning intervention for students with learning difficulties or disabilities, professional practice in school and educational psychology, and Indigenous educational psychology.

Jeanette had the privilege of being Director of Educational Psychology at Massey University in Auckland for three years, preparing psychologists for educational practice and contributing to the renewal of the program to reflect contemporary bicultural perspectives on educational psychology. Jeanette's other academic roles have been concerned with inclusive teacher education at the Universities of Canberra and Melbourne and New England.