



# INSTITUTE *of* EDUCATIONAL *and* DEVELOPMENTAL PSYCHOLOGY

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

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

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

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

## SECOND NEWSLETTER

We are excited to publish the Institute of Educational and Developmental Psychology's second newsletter for 2017.

If you have something you would like to share, email the IEDP [nzpss.iedp@gmail.com](mailto:nzpss.iedp@gmail.com)

## WHO ARE WE?

The IEDP is a group within the New Zealand Psychological Society and represents the needs, views and aspirations of educational and developmental psychologists in Aotearoa/New Zealand.

## IEDP FACEBOOK

Our IEDP Facebook page has been up since July 2017 and has over 50 followers and has reached over 200 people.

Join the Facebook page to find out about IEDP events and other educational and developmental psychology matters. Find us on Facebook, [fb.me/IEDPNZ](https://fb.me/IEDPNZ)

## ED PSYCH FORUM

by Veerle Van Cooten

On 27 and 28 November the 10<sup>th</sup> annual Educational Psychology Forum took place, hosted by Victoria University in Wellington. It felt like a successful forum with an attendance of 80, bringing educational psychologists and researchers in related fields from around the country and overseas together, sharing knowledge and experience, building connections, and inspiring each other.

I took part in a panel discussion focusing on the question of how we can promote Educational Psychologists and our services to fund holders in order to increase access and ensure continued investment in our profession. The panel consisted of four educational psychologists:

- ✦ **John McGovern**, service manager with the Ministry of Education in Tauranga
- ✦ **Lynn Berresford**, private psychologist in Auckland
- ✦ **Prof Angus Macfarlane**, professor of Māori research at the University of Canterbury
- ✦ **Veerle Van Cooten**, representing the perspective of an "early career" educational psychologist working at Explore in Lower Hutt.

The discussion was chaired by **Quentin Abraham**, the current president of the New Zealand Psychological Society (NZPSS).

## NEW IEDP CHAIR

The IEDP committee welcomes Michele Blick as its new chair. Michele can be contacted at [micheleblick1@gmail.com](mailto:micheleblick1@gmail.com)

Michele Blick

## CALLING TARANAKI AND AUCKLAND IEDP MEMBERS

Robert Shaw (who is on our IEDP committee and employed at Family Works Taranaki) would like to contact Taranaki IEDP members with a view to ascertaining the level of support for a meeting early in the new year. Please feel free to contact Robert on 0220209779 or [robertnz@mail.com](mailto:robertnz@mail.com).

Similarly, please contact Michele Blick who is keen to set up an Auckland IEDP member meeting, [micheleblick1@gmail.com](mailto:micheleblick1@gmail.com)

## TEARAWAY PIECE

Check out the IEDP committee's contribution to Psychology Week in Tearaway, an online youth magazine, <http://tearaway.co.nz/what-do-educational-psychologists-do/>

## ED PSYCH FORUM CONTINUED

The panel discussion was based on questions about the "pithy statement", a two-page document developed to explain to government and other fund holders the value of educational psychologists. This document can be found here: <http://www.psychology.org.nz/membership/member-groups/institute-of-educational-and-developmental-psychology/>

The pithy statement has four sections that describe the core work of an educational psychologist:

- ✦ understanding the learner in natural settings
- ✦ helping people solve their own problems
- ✦ looking for patterns
- ✦ helping people in crises.

I discussed work that was done in 2016 on the development of this "pithy statement", by a group of educational psychologists including myself. This process of getting the opinions of educational psychologists from a number of different backgrounds and work settings had highlighted to me that there is a lot of common understanding and agreement between educational psychologists across the country. We identified core values and skills that are shared and valued by most of us.

As an intern at the time, I noticed the common themes mentioned by lots of practitioners, were very close to the skills I was learning at university. A particular set of those skills includes our collaborative consultation skills, in which we strive to empower others to make meaningful changes in our clients' environment. Part of this empowerment means establishing parity, and not appearing to be an expert. As educational psychologists we understand the value of the skill, it might carry the inherent risk of "devaluing" our contributions and certainly doesn't help us to promote our expertise or the idea that our services should be highly valued. I pondered the question if educational psychologists are inherently bad at promoting themselves because of this incredible skill to work 'in the background'. I welcome your thoughts in response to this newsletter piece, if you haven't had a chance to take part in the discussion at the forum.

## 10th ED PSYCH FORUM PRESENTATIONS

Keep on eye on the Educational Psychology Forum website for the slides and notes of presentations from the 10th Forum. Go to <http://www.eenz.com/epf/>

## BRIEFING TO MINISTER

The IEDP committee has put together a briefing for the new Minister of Education, Hon Chris Hipkins. Thank you to the members who contributed. Once the briefing is finalised, a copy will be emailed to IEDP members and student subscribers. We hope to meet with the Minister in the New Year.

## EDP FORUM

The EDPforum is an email forum where educational and developmental psychologists can share ideas, discuss the implications of new policy, and disseminate research. To join, go to <https://groups.google.com/forum/?hl=en#!forum/edpforum> and search for EDPforum.

## FREE FOR STUDENTS TO JOIN ISPA

Did you know it is free for students to join the International School Psychology Association (ISPA)? ISPA promotes the work of school psychologists world-wide. They provide training, resources, and a global community to school psychologists or those interested in the field. Go to <https://www.ispaweb.org>

## ED PSYCH FORUM CONTINUED

It was clear from conversations I had following the discussion and throughout the forum, there is a high level of interest and demand for opportunities to connect and share between educational psychologists in Aotearoa and beyond. There is an interest in learning from other people's research and practice and getting examples of how others are implementing research findings into their work as educational psychologists. More of this could be shared, if more of us would submit papers to this forum, which can take any form and doesn't have to discuss a research study. I look forward to further Educational Psychology Forums.

We owe a big thanks to Dr Matt McCrudden and Assoc Prof Vanessa Green from Victoria University for all their hard work in organising this year's forum.



Panel members left to right: Quentin Abraham, Prof Angus Macfarlane, Veerle Van Cooten, Lynn Berresford, John McGovern.

## INTRODUCING ... ROBYN STEAD

by Michele Blick

**Each newsletter we'll be introducing an educational psychologist to help build connections within our profession. Let us know of psychologists we should introduce in future newsletters. Today, we introduce Robyn Stead, Practice Leader/Educational Psychologist.**

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

Having completed my Masters in Education with a focus on Specific Learning Disabilities from Wright State University in America, I returned to teaching in New Zealand and discovered that this wasn't a widely understood area of education here. I began teaching part time at our local school and worked with Ongoing Resourcing Scheme (ORS) funded children. As part of the ORS funded work I worked closely with an educational psychologist from the Ministry of Education. She suggested I train to be a psychologist. I laughed and said I was too busy being a mum and working part time and besides wasn't a Master's degree enough? Famous last words! I realised the role of the educational psychologist was a really satisfying one and the further work required to become a registered psychologist was interesting and challenging.

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

Currently I work as a practice leader at a Resource Teacher Learning Behaviour (RTLb) Cluster. I manage a team of seven RTLb, participate in strategic and annual planning for the centre, and carry a small case load of my own. For the past two years a colleague and I have facilitated Positive Behaviour for Learning (PB4L) training for the Auckland metro area.. All of which means I don't have an average day. If it's a PB4L day I will be heading off to one of three venues to train groups of schools. If I'm at the centre I might be meeting with the leadership team to allocate referrals or learning support funding, meet one of my team for some discussion of case work, or visit a school as part of my own case work.

### What do you enjoy about your work?

I love the variety of work that comes to the centre and the ability to use the problem-solving skills developed during my psychology training to create unique solutions for the centre and for the students, teachers and families I work with.

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

Hmm can I have two books? *The Spirit Catches me, and I Fall Down* by Anne Fadiman provides insight into the importance of cultural competence specifically in this case for medical practitioners but as psychologists we can learn a lot from this book about the critical importance of being responsive and sensitive to culture. My second book is *Pedagogy of the Oppressed* by Paulo Freire. I first encountered this when I was studying to become a teacher and found it shifted my views of the purpose and delivery of education. I recommend this to all intern psychologists. I keep coming back to it again and again.



Robyn Stead

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

It's so worth it! The challenges are great so look for support from your colleagues, family and of course your supervisor.

## FINAL REPORT OF MY FRIENDS YOUTH EVALUATION

### IT'S, LIKE, TRYING TO MAKE US BETTER PEOPLE

As more children and young people face an increase in anxiety and mental health related issues in schools, it is timely to consider the role of the educational psychologist in supporting individuals and programmes in schools. A recent national evaluation of a school-based programme in secondary schools with Year 9 students, showed that universal programmes (i.e. available to all children) are useful to develop skills for increased resilience, understanding of self, and the development of strategies to support these young people in times of trouble. The full report can be accessed at: <http://www.nzcer.org.nz/system/files/My-FRIENDS-Youth-final-evaluation-report.pdf>

## JUBILEE CONFERENCE

The New Zealand Psychological Society Jubilee conference will be next year. The IEDP would love for educational and developmental psychology to have a strong presence. Start thinking now about your presentation.

## ROBYN STEAD CONTINUED

You will have gained a huge amount throughout your training and once you enter the profession as a registered psychologist you will continue to learn and grow, and you will have enormous opportunities to contribute positively to the education of children, their teachers and families.

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

I'm looking to make some changes. As much as I love my current role I have decided that I would like to explore the possibilities of private practice in 2018. I'm excited to find new challenges and to grow and develop as a psychologist.

## BOOK CORNER

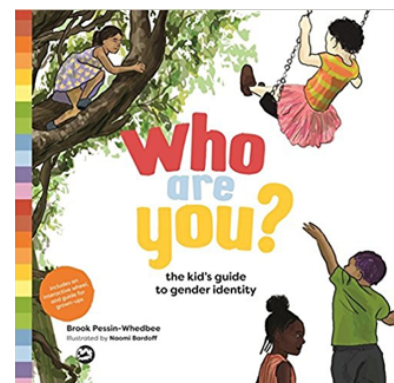
by Margaret McNally

If I am completely honest I had assumed that LGBT type matters would only be relevant for students in intermediate or high school. Recently I have had to rethink this assumption and needed to find some resources for a primary school. I found this great book that has a really simple way of explaining gender to students. It is so matter of fact and gentle in its

approach that it left me wondering why the topic seems complicated sometimes. It has lovely illustrations that really appeal to young children. The book provides appropriate language to discuss the topic of gender identity. You can see the book being read on line at: [kidsguidetogender.com](http://kidsguidetogender.com)

Reflecting on how often I have probably reinforced gender stereotypes by making statements such as "Boys have lots of energy" I am now trying to be mindful of this. There are some great resources at [www.genderspectrum.org](http://www.genderspectrum.org) with ideas for discussing gender.

Pessin-Whedbee, B. (2016). *Who are you? The kids guide to discussing gender identity*. London, England: Jessica Kingsley PublishersB





## BRITISH EDUCATION RESEARCH ASSOCIATION CONFERENCE

by Judy Selvaraj

In September 2017 I attended the British Education Research Association (BERA) Conference in Brighton, Sussex, with the support of a scholarship from BERA. Several keynote speakers, and 900 attendees exchanged educational interests and shared social engagements. My paper entitled Teacher Education for Inclusion: The New Zealand context was developed from my recent PhD study. I examined structural tensions experienced by educators as they continue to grapple with understanding the idea of inclusion, how it would be practised within schools, and how pre-service teachers were to access an appropriate education to support their professional roles within this modern learning approach. Through three separate but interconnected studies, I was able to co-ordinate the views of pre-service teachers, the voices of school educators and information gleaned from analysis of national and school policy and other official documents to cross-analyse commonly occurring threads of information. The paper presented at BERA focused on my findings related to the

Initial Teacher Education context. The Conference provided an excellent opportunity to share my findings with like-minded researchers and to gain greater insights into how inclusion is played out in different contexts. Several UK presenters, working as Educational Psychologists, researchers and teachers, were similarly interested in the challenges of adopting inclusive educational practices within the classroom environment. Sessions of particular interest for me included how inclusive education influenced the delivery of the curriculum in secondary schools, the ways in which race relations were played out in the current context, issues relating to inclusion and educational underachievement, and the role of mentors as change agents. In my paper I argued for a co-ordinated approach to teacher education for inclusion in New Zealand which would require gathering representatives from schools, teacher education institutions, pre-service teachers, researchers in teacher education, inclusion, disability studies, community representatives and teacher unions, Education Review Office, New Zealand Qualifications Authority and Ministry of Education to share ideas about what is needed to ensure inclusion is appropriately understood, planned, supported and implemented. This would require a theoretically

informed commitment by all to understand and reflect social equity as a social and educational issue; a structurally based commitment to addressing funding and resourcing constraints and to address workload issues for early career teachers; an 'inclusion literate' staff in teacher education institutions to support understanding and practice in curriculum and assessment differentiation and to work more closely with schools to maximise opportunities for observing and practising inclusion through the practicum experience.



Judy Selvaraj

## FILM REVIEW

by Veerle Van Cooten

**I recently saw the documentary *Resilience: The biology of stress and the science of hope* by James Redford.**

The documentary followed a number of people in the United States, among them the researchers [Rob Anda](#) and [Vince Felitti](#), who collaborated on research into the effects of Adverse Childhood Experiences (ACEs). They discovered that the number of ACEs a person has experienced, significantly impacts on a number of different adverse outcomes in later life, varying from mental illness such as depression and risky behaviours such as alcoholism to health problems and serious illness such as severe obesity and heart disease. A summary of the findings can be found [here](#). The film also documents how [Dr Nadine Burke Harris](#) brought these findings into her practice, changing her approach by including a standard inquiry into her patients ACEs score. The changes she saw in her patients' outcomes motivated her to set up the [Centre for Youth Wellness](#). While the film doesn't go into the details of how stress impacts on people's biology or neurology, it does a very good job of illustrating how ongoing "toxic stress" can cause children to develop an increased fight/flight response and how the consequent

cortisol spikes can cause damage with a long-term effect. The film also emphasises the importance of awareness of the influence of ACEs, not just in healthcare systems but in the wider community, so that community initiatives can sprout to build resilience in our little persons' education. An example is highlighted of the ["Miss Kendra" Curriculum](#), a trauma-informed programme for classrooms. It teaches children that the adverse situations they may be finding themselves in are not normal, as many of them may think, and encourages them to reach out for help. Other resilience-supporting factors are discussed such as safe, stable, and nurturing relationships and environments.

The film intends to move the viewer to action. More information on the documentary can be found [here](#).

## APACS CONFERENCE REVIEW

by Terence Edwards

In October I attended the *Australian Psychologists and Counsellors in Schools* (APACS) conference in Melbourne, Australia. The conference theme was *Promoting Wellbeing, Inclusion, and Educational Engagement*. APACS is the national professional association for

school (educational) psychologists, school counsellors, and guidance officers.

The opening ceremony involved, amongst the oratory, a five-song set played by staff and students from the Melbourne University Graduate School of Education (pictured). APACS President Terence Bowles (centre, wearing a white shirt) invited me to join the group for the opening ceremony (I'm on the far left). I seldom get the time to play so I was keen to contribute. The opening set a friendly and collegial atmosphere for the following days.

Of the three keynote addresses it was Assoc. Prof. Tim Corcoran (Deakin University) who provided a rigorous commentary and challenge to the profession of educational psychology in his talk *Critical Educational Psychology: Something old, something new*. Key discussion points revolved around how critical psychology assists those in education 'to think carefully about ways in which our work marks, values, pathologises or expands humanity'.

A range of useful and informative sessions were at hand and it proved a bit of a challenge deciding which to attend - the logical, practical, and pragmatic sessions were favoured in the end over those that had interesting appeal.

The value of the conference lay in the core focus of and for

educational/school psychology. The way in which educational psychologists operate and work in Australia differs state by state, and differs significantly to New Zealand. What is consistent however is the core knowledge and skills that we are expected to develop and maintain. The list of sessions attended included:

- ♦ What to do when students disengage - **Terence Bowles**
- ♦ Responsible Digital Citizens - **Margaret Anne Carter**
- ♦ Systemic Applications in School Psychology (Why school psychologists should not see kids) - **Paul Russell**
- ♦ Misdiagnosis & multiple diagnoses - **Sandra Groves**
- ♦ Using WJIV test batteries for SLD diagnosis and intervention planning - **Wally Howe**
- ♦ Get me out of here! Why bullying and anxiety can

lead to disengagement from schooling – **Marilyn Campbell**

My own workshop session *Problem/Situational Analysis: A framework for structured practice* was, I am pleased to say, well attended and received and generated some good discussion about the needs and benefits having a rigorous practice framework to guide practice.

The benefits of attending this conference include updates to my own knowledge and thinking, networking with colleagues, and engaging in thoughtful discussion on issues – all fairly standard expectations. Most notably however was that I have previously met and discussed the need for a trans-Tasman working relationship with APACS with colleagues there. An outcome from

this conference is that a small working group was established to investigate opportunities for how the IEDP and APACS can engage in mutually beneficial activities. The working group are Prof. Marilyn Campbell (QUT), Assoc. Prof. Susan Colmar (Sydney University) representing APACS and Sarah Maindonald (Papanui High School, ChCh) representing a NZ school counsellor's perspective, and myself representing the IEDP respectively. More on the development from this group as things come to fruition.

APACS conferences have previously been held every two years but the APACS executive have decided the conference will now run annually, in early October. The conference was held at the Rendezvous Hotel on Flinders Street this year and will be held there again next year.

Musical talent abounds at APACS





## IEDP STUDENT CONFERENCE AWARD

**Congratulations to Erin Cotter, recipient of the 2017 IEDP Student Conference Award. The award supports a student subscriber of the IEDP to attend the NZPsS Annual Conference. Applicants were required to write about the contribution of educational and developmental psychology to supporting learners in Aotearoa. The following is Erin's abridged contribution.**

Educational and developmental psychology in Aotearoa is well placed to have a positive impact on learners of many ages and on many levels. While learners are present in all areas of society, Educational Psychologists in Aotearoa primarily work with children, young people and their families, and most often in educational settings (Johnson, 2016).

A lot of EP work takes place with those who know the learner best (learner's whānau), and those who work with the learner (professionals) in a collaborative format. Working collaboratively fits well within ecological models, and meaningfully involving families, and in particular parents/caregivers, increases the chance of lasting outcomes for the student (Fuemana, 2016). By working with the family other supports

can be built around the family and learner that will further increase the likelihood of their success. Any assessment or intervention is more likely to be culturally appropriate if developed collaboratively.

In terms of collaborating with the professionals who work with the learner, EP work closely with members of the school team who know the student best, and other professionals such as speech language and occupational therapists and Resource Teachers of Learning and Behaviour (RTLb). This includes supporting and working with teachers to improve outcomes and learning experiences of individual students, through to working with schools on a systems level.



Erin Cotter

Therefore, and perhaps most importantly, EP are very much an agent of change for learners. They have a responsibility to be able to work collaboratively with others and within their competence and scope to ensure the best outcomes possible for the learner.

## STUDENT CONTRIBUTIONS TO LITERATURE

**Congratulations to the following students and IEDP members who have recently published articles.**

Ogilvie, E., & McCrudden, M. T. (2017). Evaluating the social validity of the Early Start Denver Model: A convergent mixed methods study. *Journal of Autism and Developmental Disorders*, 47(9), 2899-2910. <https://doi.org/10.1007/s10803-017-3214-1>

Sutherland, J., Carnett, A., van der Meer, L., Waddington, H., Bravo A., McLay, L. (2017). Intensive toilet training targeting defecation for a child with Autism Spectrum Disorder. *Research and Practice in Intellectual and Developmental Disabilities*, <https://doi.org/10.1080/23297018.2017.1360153>

Blick, M., Nicholson, T., Chapman, J., & Berman, J. (2017). Does linguistic comprehension support the decoding skills of struggling readers? *Australian Journal of Learning Difficulties*, DOI: 10.1080/19404158.2017.1389760

### Erin's References

Fuemana, S. (2016). The power of the IEP - getting parents on board. Retrieved from <http://www.educationreview.co.nz/magazine/february-2016/the-power-of-the-iep/#.WVML2miGPb0>

Johnson, J. (2016). *Casework in Education*. Auckland, NZ: Dunmore Publishing Ltd.

## IEDP SURVEY

by Rachel Drayton

The IEDP invited members to participate in a survey in October so we could gain your views on the profession. We received 27 responses, a response rate of approximately 19%.

The graphs show the range of roles and work settings IEDP members work in.

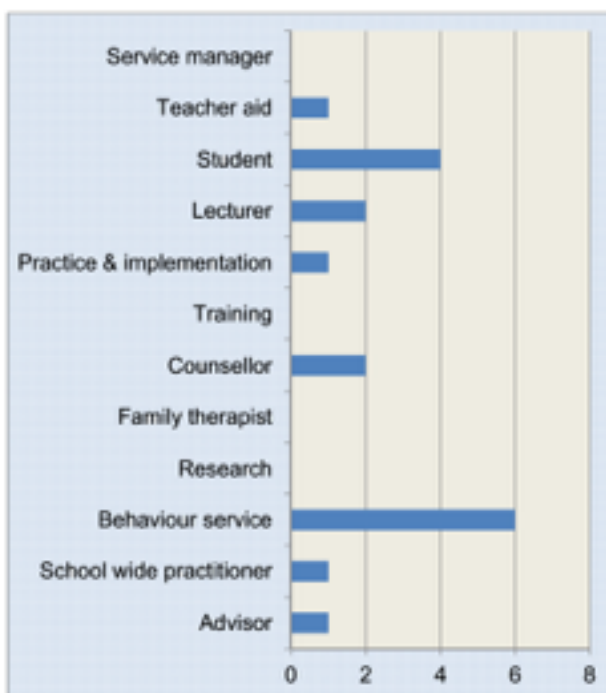


Figure 1. Work Roles

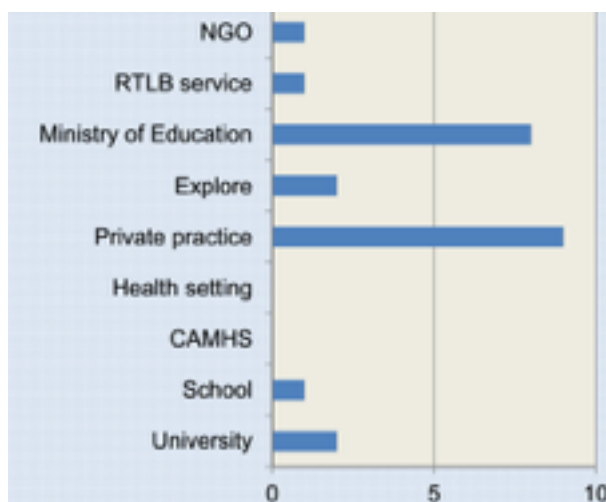


Figure 2. Work settings

Many respondents indicated their aspirations for the profession, that children and young people have greater access to supports. You valued improved collaboration across agencies and schools and welcomed the opportunity to be consulted with about strategic decision making and government policy, particularly about workforce development. Many respondents suggested that educational psychologist can make a greater contribution to fostering positive mental health and wellbeing for youth.

We also asked you for your suggestions for keynote speakers for the 2018 NZPsS annual conference. You told us you would like more workshops with a developmental and educational psychology focus. Culturally responsive practice and early intervention supports were the most commonly occurring request for professional learning and development opportunities. You reported that you wanted to learn more about the effect of trauma and the experience of domestic violence on learning. Some of you wanted more information about working with children with suspected or diagnosed Foetal Alcohol Spectrum Disorder.

Many members were complimentary about this newsletter. Members suggested more editions per year, with contributions from more IEDP members as well as other people in the educational field. Members enjoyed recommendations for professional reading.

### IEDP Contact Details

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