



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.

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. If you have something you would like to share, email the IEDP micheleblick1@gmail.com

IEDP FACEBOOK PAGE

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

DAME MARIE CLAY AWARD CLOSES 1 JULY

The **Dame Marie Clay Award** recognises valuable contributions to educational and developmental psychology. Applications close 1 July 2019.

The IEDP has invited Linda Theron to be a keynote speaker at the upcoming New Zealand Psychological Society conference in Rotorua 27-30 August. We asked Linda to share some words about her presentation and workshop.

TOWARD CHAMPIONING ADAPTIVE FUNCTIONING

by Linda Theron

Psychologists are ideally positioned to champion human resilience. This is my professional experience (I am an educational psychologist registered with the Health Professions Council of South Africa) and my research-informed belief. I have spent two decades doing resilience research with South African young people. Most of these young people are between the ages of 14 and 24, and challenged by structural disadvantage and associated risks to learning and development.

For psychologists to optimally champion human resilience, it is important to understand that the capacity to adjust well to atypical levels of stress transcends intrapersonal capacity. In fact, resilience is a process in which intrapersonal, sociocultural *and* ecological systems co-support at-risk individuals to regain, sustain, or advance their wellbeing.

IEDP SUBMITS TO TOMORROW'S SCHOOLS REVIEW

The IEDP submission to the Tomorrow School's Review is here

https://www.psychology.org.nz/wp-content/uploads/IEDP-Submission-Tomorrows-Schools_.pdf

DEVELOPMENTAL PSYCHOLOGY ONLINE COURSE

Sign up for free online courses by Monash University, including developmental psychology

<https://www.futurelearn.com/courses/developmental-psychology>

SENSIBLE SCREENS USE WEBSITE

A group of parents (who have professional backgrounds mostly in health and education), have built a website as a resource for parents and educators, summarising research on the effects of device use in education. They have looked at both the benefits and risks, and have provided recommendations for educators as well as strategies for parents who may have concerns. Their view is that digital technology can have great potential for learning, but it needs to be purposeful and moderate, particularly in the early years. The site is www.sensibleuse.org



Simphiwe Zulu teaches Linda Theron about youth resilience, based on his personal life experience

Such a social-ecological understanding of resilience urges psychologists and other service providers to work systemically, to pay greater attention to the contextual and cultural relevance of resilience-enabling connections and supports, and to gauge which resilience-enablers matter more at different levels of adversity. The United Nations' current investigations into which everyday, social-ecological resources (such as safe schools, free school meals, supportive parenting, and/or cash transfers) could accelerate the achievement of the Sustainable Development Goals among vulnerable adolescents is just one example of how a social ecological approach potentiates innovative ways of advancing human resilience. I am looking very forward to detailing this and other innovations associated with a social-ecological approach to human resilience – and its implications for psychologists and other mental health practitioners – at the annual conference of the New Zealand Psychological Society, 27-30 August 2019. My pre-conference workshop ["Supporting clients to beat (or change) the odds"] is designed to advance practitioners' understanding and application of social-ecological resilience theory. This includes supporting practitioners to:

- ♦ conceptualise human resilience as a process
- ♦ recognise and assess ubiquitous resilience-enablers
- ♦ embrace the effects of contextual dynamics on how people adapt well
- ♦ co-nurture positive adjustment to risks that cannot be changed.

IEDP STUDENT CONFERENCE SCHOLARSHIP 2019

Aim of Scholarship

To support student subscribers of the Institute of Educational and Developmental Psychology (IEDP) to attend the Annual Conference of the New Zealand Psychological Society (NZPsS).

Nature and Conditions of Scholarship

The recipient of the scholarship will receive up to \$400 to reimburse costs for conference registration, travel and accommodation. If the recipient lives in the Rotorua region, accommodation costs will not be reimbursed.

The successful recipient will be required to contribute a piece of writing (approximately 500 words) about their conference experience within one month of the conference. This will be included in the first IEDP newsletter after conference.

Eligibility Criteria

Applicants must be a current student subscriber of the NZPsS and the IEDP.

Application Process

- ♦ Applications are invited via email
- ♦ Please email and provide your name, address and phone number.

- ♦ The IEDP committee will randomly select one applicant.
- ♦ Email applications with 'IEDP Conference Scholarship' as the subject line to micheleblick1@gmail.com Attention: Michele Blick, Chair.
- ♦ Applications are due by **5pm, Wednesday 10 July 2019**.

Selection Process

The successful applicant will be notified via email and phone within three days of the closing date.

Reimbursement

The IEDP will reimburse the successful applicant for up to \$400 for costs relating to conference registration, travel, and accommodation upon submission of receipts/invoices.

The successful applicant will be required to provide a bank account number for reimbursement.

Conference Early Bird Registration Fees

Please note the NZPsS has early bird registration rates until **15 July 2019**. It is up to the successful applicant to register in time to get the early bird rate.

2019 Annual Conference

*Tuia te ao whanui kia puawai
Our relational world - psychology
contributing to human flourishing*

27-30 August, Millennium Hotel, Rotorua

INTRODUCING ... VAL BRIDGE

Val Bridge is an educational psychologist at the Ministry of Education. We asked Val to answer these questions.

What led you to become an educational psychologist?

I taught originally, but always knew I wanted to do post grad study and further training.

I enjoyed teaching but wanted to work in the more applied field where I might be able to effect more change. The profession of educational psychology is based on a strengths-based model, is holistic and based on ecological underpinnings of behaviour. This positioning is forward focussed and optimistic, engendering a positive frame for change. I found and continue to find this lens very powerful and motivating.

I wanted to make a difference and believed the role of an educational psychologist afforded opportunities to do just that at both micro and macro levels.

I still do.

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

I work for the Ministry of Education as an educational psychologist in one of the three teams based in the Porirua office of the Wellington District.

I really enjoy working in the Porirua area of Wellington, it's a culturally very rich and diverse community. There's also a great culture in our office, it is very supportive both personally and professionally.

I have quite a varied programme of work, which is part of the appeal of the role. So in reality an "average" day doesn't really exist.

I work with the severe behaviour of students funded through the Ongoing Resource Scheme (known as ORS). I particularly enjoy being part of a child's team with family / whānau, professional and paraprofessional staff and systems. I think this gives a great opportunity to work collaboratively. I enjoy the consultative nature of this model.

I also facilitate Incredible Years Parenting programmes. I really like the different emphasis this programme offers and the opportunity to work with parents and caregivers.

In August I will co facilitate the new Incredible years–Autism programme, which I'm really looking forward to.

I enjoy being able to work at a more systemic level in my role working within and across school teams. I like working in the professional development area, developing packages for specific needs within and across schools.

What book would you recommend?

That's tricky it is difficult to recommend just one book!!



A series of books I am using a lot at the moment, authored by Lauren Bruckner, has generated very good feedback from students, teachers, teacher aides and parents. The series provides practical tools for developing children's self-regulation skills—not to mention adults'. The materials have also been used very successfully as part of a mindfulness programme for school staff. I think they are a great kete of ideas to build whole class and personalised programmes. I would highly recommend them. The books are:

- ♦ How to be a super hero called self-control: Super powers to help younger children to regulate their emotions and senses
- ♦ The kids' guide to staying awesome and in control: Simple stuff to help children regulate their emotions and senses

- ♦ Self-Control to the rescue: Super powers to help kids through the tough stuff in everyday life
- ♦ Keep calm guru: Wise ways for children to regulate their emotions and senses.

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

If you are interested in applying psychological frameworks and perspectives in the real world, this role can be a terrific career. It can offer great variety and huge satisfaction.

Becoming an educational psychologist opens up a potentially very rich and diverse working milieu. It is a dynamic and changing work space, and that can be quite challenging. Although I don't know when change and challenge hasn't been part of the world of education so I think it's part of the landscape educational psychologists work in and it's definitely part of life in the 21st century. The challenges have been the same working in New Zealand and also when I worked in the United Kingdom.

There are many opportunities to apply our knowledge of best practice to make a difference for students, their families/whānau, teachers and schools.

The practical application of research and working with teams to support children and students is the part of my role

that I enjoy the most. Taking research and applying it to the real world, to make a difference.

The variety of the role is a core for me as it allows me to remain fresh and excited about what I can contribute.

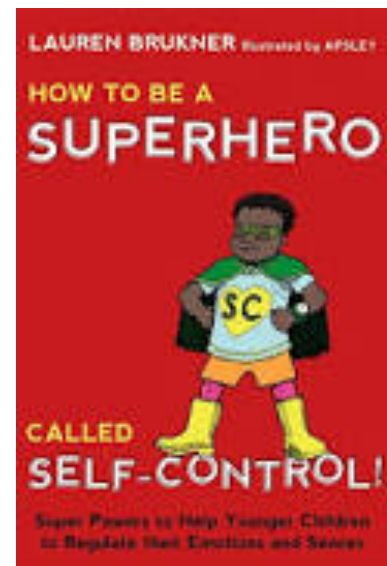
Once qualified my key advice would be to ensure you keep your professional Code of Ethics to the fore, ensure you have very good supervision and ongoing professional development and remember your professional lens regardless of the working environment demands. Most important of all is to ensure you have a good work-life balance.

What does the future hold for you professionally?

I am still very motivated by the work that I do and what my profession can add to the mix.

Currently I am interested in further developing my supervision skills particularly in supporting intern and newly qualified educational psychologists as they enter the profession. This seems to be an area that needs greater scaffolding and specific focus as our retention rates for the early years of joining the profession testify.

I like the creative nature of much of what I do and I am sure that will continue for me to be an area of focus at a systemic and individual level.



PROFESSIONAL DISCUSSION GROUPS

The IEDP is soon to start providing opportunities for members to participate in facilitated, online professional discussion groups using Zoom.

The 187 IEDP members and student subscribers are located throughout Aotearoa New Zealand. The IEDP committee acknowledges that this can provide challenges with networking, collaborating, and sharing knowledge and skills. While the committee continues to deliver professional development opportunities through the annual conference, webinars and presentations, we would like to trial a new initiative with the aim of providing stronger collaborative networks for our members.

The groups will remain small so that everyone has an opportunity to participate. An agenda will be provided in advance, so participants are aware of the focus of discussions and have an opportunity to prepare information for sharing or to formulate questions. We will advertise the dates of the professional discussion groups on the IEDP Facebook page, in the newsletter and through direct email to members.

Possible topics for discussion:

- ♦ use of assessment tools
- ♦ intervention ideas for children with learning difficulties
- ♦ culturally responsive practice

- ♦ diagnosis of specific learning difficulties
- ♦ using a strengths-based approach
- ♦ understanding behaviour - using a functional behavioural assessment and planning support based on the outcomes.
- ♦ having difficult conversations
- ♦ psychological wellbeing.

We'd like to hear from you about topics of interest. Please email Michele Blick micheleblick1@gmail.com or Robyn Stead robyn@edpsych.co.nz with your suggestions.



PROFESSIONAL DEVELOPMENT IN Q-INTERACTIVE

The IEDP is working with Pearson Australia to create an exciting opportunity for professional development in Q-Interactive for the WISC-V and WIAT-III cognitive assessments. Q-Interactive is an iPad application that allows users to administer and score assessments via two tablets connected by Bluetooth.

We are aware there is a range of engagement in New Zealand with the Q-Interactive platform from enthusiastic current users to those who have many questions about the platform and are unsure about using it in their practice.

Pearson Australia will deliver a 30-60-minute question and answer session with a specific focus on the New Zealand context. We would like our members to email us with your specific questions about using the WISC-V or the WIAT-III on Q-Interactive. Your questions may range from the security of on-line data to the adaptations of various subtests to the new platform.

If you haven't already viewed the webinars currently on the Pearson website about the WISC-V and WIAT-III this is a great place to start. You may find some of your initial questions may be answered but others may come to mind.

Please email your questions to Robyn Stead, robyn@edpsych.co.nz or Michele Blick, micheleblick1@gmail.com. Below are links to webinars already developed by Pearson with a broad focus on using WISC and WIAT on Q-interactive and a link to the Pearson webinar archive. You may find some treasure in the webinar archive if you are on the hunt for professional development on the use of a test instrument.

<https://www.pearsonclinical.com.au/WISCV-A-NZ-iPad-Q-Interactive-signup>

<https://www.pearsonclinical.com.au/wiat-3-ipad>

<https://www.pearsonclinical.com.au/archive#Psychologists>

PODCAST PD

by Kate Garland

There are so many ways to keep learning. I like listening to podcasts, watching documentaries, reading blogs and books, listening to audiobooks and checking out websites. Here are some of my recent favourites.

We All Wear it Differently

<https://weallwearitdifferently.com>

We all wear it differently is a podcast for early career psychologists. Amy Felton interviews colleagues, peers, and mentors from a diverse range of psychology disciplines, including school psychologists (the podcast is Australian).

<https://weallwearitdifferently.com/2017/05/43-drbarretanddrzandt/>

I particularly enjoyed Amy's interview with Dr Suzanne Barrett and Dr Fiona Zandt, clinical psychologists who work children, adolescents, parents and families. In the podcast they discuss creative ways to engage with children and to help them manage their emotions. I have since bought their book, 'Creative Ways to Help Children Manage Big Feelings: A Therapist's Guide to Working with Preschool and Primary Children' which has given me lots of fun and practical ideas.

<https://weallwearitdifferently.com/2017/02/actrussharris/>

Amy's interview with Dr Russ Harris piqued my interest in Acceptance and Commitment Therapy (ACT). Dr Harris speaks with enthusiasm and clarity about ACT. A great beginners' guide to ACT.

Attitude TVNZ on demand or YouTube

<https://www.tvnz.co.nz/shows/attitude> and <https://attitudelive.com>

I enjoy watching the 30-minute documentaries on Attitude TV. The documentaries are engaging stories of people who live with a disability—

ordinary people living extraordinary lives. This series, produced in New Zealand, is person-centred and strengths-based. The series also includes a two-part documentary about children's anxiety, featuring Nathan Wallis.

<https://attitudelive.com/watch/An-Anxious-World-Children-Part-1>

Ipu Kereru

<https://nzareblog.wordpress.com/2019/02/11/tomorrows-schools-2/>

The members of the New Zealand Association for Research in Education conduct research into a range of educational topics and contribute to a range of educational projects. I find this blog a useful way to get insights from academics about current educational issues.

VICTORIA UNI UPDATE

by Jeff Sigafos

The Masters of Educational Psychology programme at Victoria University of Wellington is enjoying its best year yet with a record high number of students enrolled in 2019 (49 students). In light of the expanding numbers, the School of Education is currently in the process of recruiting two new academic staff at the Lecturer/Senior Lecturer and/or Associate Professor levels. We are anticipating that these new appointments will be on board in time for Trimester 1, 2020.

In other news, employment prospects continue to be excellent for graduates of the programme with many finding jobs with the Ministry of Education or in the health and disability service sector.

CANTERBURY UNI UPDATE

by Sarah Whitcombe-Dobbs

The Child and Family Psychology programme is cross-sectoral and aims to equip psychologists to work with children and families in varied settings, including education, child and

adolescent mental health, paediatrics, child welfare (including alternate care and adoption), disability services, and various types of non-government children's services. The programme also operates the Pukemanu Centre, a university training clinic that offers considerable scope for carrying out clinical and applied developmental research with children, parents and families.

Our programme places a strong emphasis on consideration of strengths and resiliencies as well as challenges and difficulties, all within the context of the child's environment. We focus on children's mental health and emotional well-being as well as their learning and development. We also aim to reflect the social and political context of children in Aotearoa (New Zealand) with an appropriate bicultural emphasis.

This year, we have 10 students in our placement year, where along with their academic classes they have two, 10-week blocks out in the community working under a registered psychologist. Our internship year has 13 students (some are part-time) and they are working in the following organisations:

Ministry of Education (four interns), Child and Adolescent Mental Health Service CDHB, Paediatric Consult Liaison CDHB, Oranga Tamariki Specialist Services, Presbyterian Support (Family Works - Mana Ake), Methodist Mission, Massey University Psychology Clinic, Pukemanu Clinic University of Canterbury.

We have recently held our second intensive teaching week, where all the intern psychologists come together for case presentations, discussions and teaching. During this last week, our interns had classes on: CBT with children, adolescents and adults; assessing parental reflective functioning; and risk assessment and management planning. There were a lot of hands-on activities and role-plays, and it was a very busy week indeed! Our interns really value the opportunity to work alongside professionals from other disciplines and always learn a lot from their workplaces.

MASSEY UNI UPDATE

by Roseanna Bourke

At the Institute of Education, Massey University we offer an integrated programme for the training of educational psychologists. The programme runs seamlessly through undergraduate courses, and then on to the Masters in Educational and Developmental Psychology and finally the Internship year (Postgraduate Diploma in Educational and Developmental Psychology).

We offer a contemporary bicultural programme with a child's rights, and student voice imperative.

♦ Our new programme is in the first year running, with six new courses within the MEdDev Psych written by a team of academics and psychologists, and with leadership from Māori psychologists and academics to ensure a bicultural first approach. We are proud of these

offerings and of the new approaches to assessment that ensure the 'give-back' nature to teachers, children and young people, and those working in the sector. Examples of the new courses include:

- ♦ Ako: Psychology of learning and teaching
- ♦ Ahurei: Psychology of unique differences
- ♦ He taiao ako: Psychology of educational settings
- ♦ Mānuka Tākoto: Behaviour Challenges
- ♦ Waiora: Psychology of wellbeing
- ♦ Whanaungatanga: Psychology of relationships
- ♦ Whakapiki: Psychology of change and development
- ♦ Applied research in Educational Psychology
- ♦ Educational & Developmental Psychology Assessment



Left to right: Nicole Mincher (Lecturer), Ros Pullen (Senior Professional Clinician), Sarika Rona (Assistant Lecturer), Luke Rowe (Adjunct Senior Professional Clinician), Dr. Vijaya Dharan (Senior lecturer), Dr. Roseanna Bourke (Professor of Learning and Assessment), Jenny Tippet (Assistant lecturer). Absent: Julia Budd

The Internship year has undergone change and is led by Senior Professional Clinician Ros Pullen and Professor Roseanna Bourke. This year we have a strong lively cohort of interns, and we are excited to see their progress and emergence as intern psychologists, each with their own unique skillset and style of working within the role of the psychologist working in education and community.

EQUITY THROUGH EDUCATION

The Equity Through Education Centre was established in 2016 within the Institute of Education, Massey University. It is an interprofessional community of educators inquiring into issues of educational inequity. Check out <https://www.equitythrougheducation.nz/latest-news>

ED PSYCH FORUM 2020

In 2020 Massey University is hosting the 12th Educational Psychology Forum at the Palmerston North campus on the 3rd and 4th of February. We have talked with many Educational Psychologists, supervisors of interns, and interns themselves, along with those working in research in educational psychology to hear about what they value when attending these forums. From this feedback, we aim to develop an integrated, fun, and valuable two days of both practice-based papers alongside research. There will be workshops, practice sharing circles, and papers, as well as a theatre production that will challenge our attitudes. Book in early and join us there! The conference dinner will be onsite at Wharerata in a beautiful garden setting, and this is included in the price. If you stay onsite at the Rugby Institute, you'll get great accommodation, and free gym access. We have an exciting line up of two keynotes, with plenty of networking and sharing opportunities. The conference website is at: <http://www.eenz.com/epf/>



BOOK CORNER

by Robyn Stead

Factfulness: Ten reasons we're wrong about the world – And why things are better than you think by Hans Rosling with Ola and Anna Rosling Rönnlund

This is a book designed to challenge our thinking about the state of the world. The first ten chapters are organised according to ten human instincts which can lead us to misunderstand or misinterpret information about our world. For example, one chapter examines the generalisation instinct, which leads us to assume all people in a group or country are the same. Stereotyping is another way of describing this instinct. Another chapter looks at the Gap instinct, which leads us to divide the world into two groups – them and us or in economic terms, developed and developing countries. The Gap instinct can lead to blame, lack of empathy and understanding for the reality of life for other people. The authors end their chapters with ideas for challenging each instinct to avoid making mistakes and help us search for the facts which help to clarify situations.

The point the authors are making is that if we rely on our instinctive understanding of the world around us, we are often led to view the world in an inaccurate way which does not line up with the facts. I believed along with many

other people that the world population was increasing and would continue to do. One fact which I found particularly interesting is that population scientists have modelled the world population growth and determined that world population numbers are stabilising. The world population will continue to grow as children grow into adults but eventually the curve stabilises, and the rate of growth slows down. Having a more factual understanding of the world around us leads us to be better able to provide useful and targeted support in ways that can help the world to be a better place.

As educational and developmental psychologists we are often working with students, teachers and parents to support them to understand that using evidence-based interventions can make a difference in terms of a student's learning, behaviour or mental health. At times we may encounter beliefs about student behaviour and learning which does not fit the facts as we as psychologists have experienced and understand them. Our jobs involve accessing the research and applying it to real world situations in a way that improves outcomes for those we work with. I found reading the book Factfulness was helpful in two ways. Firstly, it reminded me to keep a hopeful and positive outlook on the world. Despite much of what is published in news

headlines the world is in many ways getting better. As the authors point out by not worrying about scary facts that are not true, we are more available to pay attention to scary facts that are true and do something about them. Secondly, it reminded me again of the value of understanding the facts of a situation rather than buying into dramatic and emotive narratives about situations. Educational psychologists provide understanding of research, the ability to investigate dramatic and difficult situations and make sense of what is happening and then to collaboratively work towards solutions that are useful and sustainable.

