

Abstract

- Charles Waldegrave in his opening address at NZ Psychological Society Conference (2016) talked about our responsibility as psychologists to contribute to policy, to make a difference in the environments that contribute to the 'conditions', mental illness, and disordered learning and development that are the traditional focus of psychologists. Instead of just fixing people up so they can go back into those same environments that contributed to their difficulties, we have a responsibility to use our knowledge and skills to evaluate those environments, to make clear the links between those ecologies and the referred 'conditions' so that the interventions and change are not just in individuals, but in the nature of the environments in which we all grow, learn and experience life.
- This contribution to policy and process in our community is particularly pertinent for psychologists interested in development and learning of our tamariki, and wellbeing of all involved in education. In light of this challenge, we will consider why, in this kind of strengths based practice, educational and developmental psychologists still sit at the end of the line, waiting for the deficits to become bad enough so that schools can access our services? Is the place for educational and developmental psychologists in educational settings to ensure that the systems and practices in educational settings are the best they can be, and that we, in partnership, work to prevent learning difficulties and disordered development, by promoting knowledge about risk factors and putting in place processes to more effectively support and teach children who bring those risk factors with them to school; to intervene early (in the life of delays and disorders) and also to intervene when things do go bad. Multi-level practice that supports capacity building of teachers and whānau will go a long way towards taking that responsibility for changing environments and not just the people who are affected by them.



Our challenge

- Instead of just 'fixing' people up so they can go back into those same environments that contributed to their difficulties, we have a responsibility to use our knowledge and skills to evaluate those environments, to make clear the links between ecologies and referred 'conditions' so that psychologist interventions and change are not just in individuals, but in the nature of the environments in which we all grow, learn and experience life.

Charles Waldegrave in his opening address at NZ Psychological Society Conference (2016)

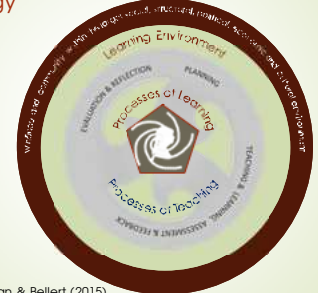
Health promoting schools (WHO, 1998)

Constantly strengthens capacity as healthy setting for living, learning and working

- Fosters health and **learning** with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
- Strives to provide a healthy environment, school health education, and school health services ... and programmes for counselling, social support and **mental health promotion**.
- Implements policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
- Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

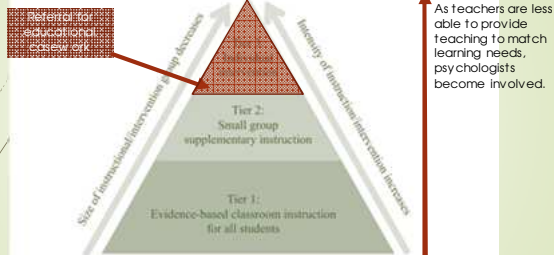
http://www.who.int/school_youth_health/gshi/hps/en/

Ecological educational and developmental psychology



Graham, Berman & Bellert (2015)

Current situation of psychology practice in schools



Questions of practice

- How can psychologists practice in schools?
 - What impact can psychologists have in schools?
- Direct service
 - Indirect service
 - Wholeschool service
 - Intervention
 - Early intervention
 - Promotion, Prevention

Role in **intervention** in learning, behavioural and mental health problems in schools and ECE

- Collaborative casework within schools and ECE
- Assessment of the ecological system (learning environment, the teaching, what the learner brings to learning, and how the learner engages with that environment)
- Design and implement interventions at all levels, collaboratively with the teachers
- Facilitate access to and collaborate with appropriate outside intervention services

Role in **early intervention** in learning, behavioural and mental health problems in schools and ECE

- Consultation - informal and incidental, immediate response to things teachers and whānau have noticed
- Professional learning opportunities to build capacity for teachers to change practice to respond to the needs of learners
- Screening assessment, using professional expertise to ensure learners at risk are identified as early as possible – and appropriate changes to teaching or other supports are put in place
- Facilitate access to appropriate outside screening and intervention services early in the life of developmental delays, learning difficulties or mental illness

Role in **promoting** effective learning, positive behaviour and mental health & **preventing** learning, behavioural and mental health problems in schools and ECE

- Policy and procedure development
- Consultation with executive
- PD for teachers, teacher assistants, executive
- Consultation with teachers and teacher assistants
- In-class support
- Screening
- School community awareness raising and development
- System or between school involvement

Collective efficacy is very powerful



<http://www.billiondollarsalesmachine.com.au/science-teamwork/>

Interns as school psychologists



- Provide professional learning and information to build capacity of schools and whānau to improve student learning and developmental outcomes
- Participate as a member of school staff and provide psychological input to the development, implementation and evaluation of school or system learning, behaviour and mental health programs
- Undertake educational and psychological assessment in all areas of child and adolescent development
- Provide psychological programs for individuals and groups (mental health, emotional and social issues)
- Plan evidence-based interventions in collaboration with other staff, relevant professionals and whānau

An intern's experience as school psychologist

- Be part of the school and familiar with policy
- Relationships within the school
- Access data
- Work with the school system before it breaks
- Identify needs (girls' group)
- Incidental conversations support teachers
- Available when needed
- On the spot for monitoring intervention

■ I was there when behaviour escalated, to not only observe and get the valuable data, but respond and model to the staff the responses we had planned

Rachel Mallins Registered Educational Psychologist


Health-education gap

- "You have this divide of people parting ways saying it is either health or education my belief is that the School Psych can bridge this gap, and this was obvious in my placement."
- "... in mental health - I am about the only one who truly considers the impact on the educational setting because of my background. And again when I was working in RTLb, I was the most concerned with the home environment also."

Justice-education gap

- Promoting the fluidity (rather than the fixed nature) of people and situations
- Provide professional learning to teachers and whānau


School psychology for youth justice residences: An Aotearoa New Zealand Internship perspective



Annabel Carter Intern Psychologist
Terence Edwards Senior Professional Clinician
Dr Jeannette Berman Director Educational Psychology

Justice-education gap

- Promoting the fluidity (rather than the fixed nature) of people and situations
- Provide professional learning to teachers and whānau
- "It's a huge step which has made noticeable changes in how we as a school can positively affect these young people who desperately need to reconnect with the idea of learning which in so many cases has been eroded"




School Psychologists complement and enhance the work of teachers to strengthen student learning and wellbeing outcomes.

Key accountabilities

- Apply psychological expertise to enhance and support the cognitive, emotional, social, physical and spiritual wellbeing of students.
- Support the school leadership team to build and sustain a strong culture of wellbeing
- Provide counselling using evidence-based interventions to improve the wellbeing of students.
- Undertake cognitive, emotional and behavioural assessment to contribute to the development of appropriate school-based support for students
- Work collaboratively with learning and support teams, parents and carers, and other agencies, to enhance learning and wellbeing outcomes for students.
- Respond as part of a team to assist schools experiencing emergencies

<https://www.psychxchange.com.au/JobDetail.aspx?JobID=19823>



School Psychologist

Department of Education
Tasmania (Northern Region)

Vacancy No: 201370

Applications Close: Friday 4 November 2016.

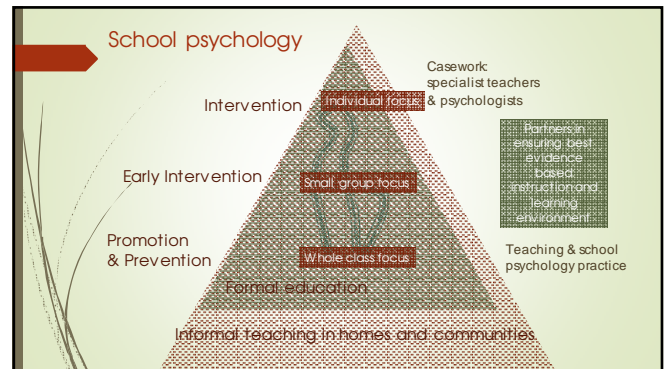
Salary: \$62,310 - \$92,496 p.a.
Teaching Service (Tasmanian Public Sector) Award, School Psychologist
Permanent full-time 70 hours per fortnight commencing 6 February 2017

Description of the role:
Work in schools as a member of a multi-disciplinary team to provide a child and adolescent psychological service which supports students and families. Contribute to capacity building of school communities to improve access, participation and achievement of students.

<https://www.psychxchange.com.au/JobDetail.aspx?JobID=19879>

School psychologists

- Connected to people - whānauatanga
- Contributions at all levels (prevention, early intervention and intervention) –
"we should have been noticing these children in the school system ... before they become a criminal statistic" (Mere Belzer, keynote NZPS Conference 2015)
- Drawing on and working across the richness of the discipline –
aka: sustainable learning & responsive teaching, human development through the lifespan, wellbeing, thinking, relating to others, learning and using tools of our culture (language and literacy and numeracy), managing self, the nature of educational settings, facilitating change ...



19-22 July 2017

International School Psychology Association

39th Annual Conference, Manchester, UK

2017 APACS National Conference
 Hosted by the Australian Psychologists and Counsellors in Schools (APACS) Association
 Wednesday, 4th – Friday, 6th October, 2017
 Rendezvous Hotel, Melbourne, VIC

APACS
 AUSTRALIAN PSYCHOLOGISTS AND COUNSELLORS IN SCHOOLS