

Tēnā tātou katoa

Ngā mihi o Matariki, te tau hou Māori



Nā tō rourou, nā taku rourou, ka ora ai te iwi

With your food basket and my food basket the people will thrive

Happy Māori New Year everyone. This year Matariki rises 21-24 June. This is the perfect time to reflect and remember loved ones passed, to come together and acknowledge our connections to each other and with nature, to share kai, and to share our aspirations for the coming year.

Check out these Matariki resources:

- ▶ He waiata Matariki
- ▶ Dr Rangi Matamua - Matariki Presentation...
- ▶ How to find the Matariki star cluster
- ▶ The Stars of Matariki - Nga Whetu o Matar...

Matariki image by Isobel Joy Te Aho-White
www.izzyjoyart.com

Chairperson's Report

by Robyn Stead

The IEDP has had seven active committee members who meet regularly using Zoom. We have five full members and two student members. We have recently appointed a student representative Māori, Greg Ratcliffe who is working to ensure engagement with ākonga Māori. Greg is a fantastic addition to our committee. Our student representatives are great advocates for student members. I admire their dedication and their ability to balance, work, personal and study responsibilities.

Membership numbers are strong, and we are a vocal bunch with IEDP membership being significant participants in the recent NZPsS survey of membership opinions.

The committee has been busy with developing and hosting targeted professional development opportunities for the educational and developmental psychology community. To date in 2022, we have offered a workshop session for members to provide feedback to the Very High Needs Review team. The notes from this session have formed the IEDP contribution to this important review.

The continuing Competency support document designed for educational psychologists, based on professional development with Ann Connell from the Psychologists Board, and a workshop in 2021 has been shared with all members.

The document can also be found on the IEDP section of the Society website. When developing my CCP for this year I found inspiration in this document and encourage others to engage with it too.

A new and highly successful initiative to support NZ Psychology week was undertaken by the committee. We provided a free Zoom webinar for parents, educators, and other interested parties on the topic of what is an educational psychologist. The committee formed a panel and shared a range of information about our specialist scope. Following this, the panel took questions from the audience and discussed a range of perspectives.

We continue to develop plans for 2022 with our focus on student members and those new to the profession as well as looking for further opportunities to support our wider membership.

Members may be interested to know that the 2021 recipient of the Dame Marie Clay award, Dr. Sonja Macfarlane has recently been elected as a Fellow of the Academy of the Royal Society Te Apārangi. Read more here:

[Researchers and scholars at the top of their fields are elected as Fellows.](#)

Congratulations to Sonja who is also a member of the IEDP on this significant honour.

We welcome new members from the educational and developmental psychology community and from other disciplines within psychology. If you have colleagues who are not members, please encourage them to consider joining the institute. If you are a member of the society, IEDP membership is free.

If you are interested in reading more about the IEDP activities around CCP please have a look at our recent article in the June issue of Psychology Aotearoa,
<https://www.psychology.org.nz/members/professional-resources/psychology-aotearoa/psychology-aotearoa-current-issue>



In This Edition:

- Chairperson's Report
- Student Corner
- Book Review
- An Interview with Dr. Kelly Carasco
- **New feature:** Unusual Ed. Psych. jobs
- News from Massey & Victoria Universities
- Psych Week Review
- Podcast PD

Keep up to date by following the IEDP on Facebook



Student Corner

With Matariki comes the midpoint of the university year. Some students will be coming to the end of courses and starting new ones, while others of us are beginning work on practical aspects of coursework such as working alongside host psychologists or out in the field completing research!

We hope the internships are going well and you're enjoying being able to put some theory into practice. It's important to take this time to acknowledge the pressure of maintaining grade averages and managing the uncertainty that comes with selected entry qualifications such as ours. Please be reassured these feelings are very normal and come with the territory of post-graduate psychology studies!

We came across this article from an ANZ website which summarises three tools/visuals which may be helpful when we need extra support to stay present and focused:

<https://umbrella.org.nz/taking-care-of-our-worry-right-now/>

Continue to go well and please do reach out to us as your student representatives if you think we may be able to help via the IEDP in any way. Here is a beautiful whakataukī to support you along your journey

Ko au te taupā kīhai i puāwai ōku moemoeā:

I am the only boundary to the fruition of my dreams.

Ngā mihi mahana ki a koutou katoa

Katrina and Greg

Student Conference Scholarship Opportunity

Breaking news! This year there are TWO scholarships available!! The NZPsS Annual Conference is an amazing opportunity to dip into a huge range of fascinating psychology topics, network and perhaps even meet some well-known psychologists. We acknowledge that going to a conference can be daunting, and definitely tiring with all the learning to process, so why not arrange to go with a friend? You may both be lucky enough to win the scholarships and/or could share costs.

The aim of this conference scholarship is to support current IEDP student subscribers to attend the NZPsS Annual Conference held this year in Auckland from 3-5 September 2022.

The scholarship recipients will receive up to \$400 to reimburse registration and travel costs. For students living outside of Auckland, accommodation costs can be reimbursed too. Please note, the successful recipients will need to contribute a 500 word item about their experience for the December IEDP newsletter. Both recipients can co-write one item if that works for them.

To apply, please email Robyn Stead the chairperson at laison@psychology.org.nz with your name, address, and phone number before 5pm Friday 22 July. The successful recipients will be notified by phone/email within one day of applications closing. Please note that only the early bird registration rate will be reimbursed. Good luck!!

Book Review

by **Greg Ratcliffe**

What Young People Want from Mental Health Services: A Youth Informed Approach for the Digital Age.

By **Kerry Gibson**

Most will be familiar with the common and sometimes heated discussions relating to the speed with which the world is changing and what that means for youth today. More specific to psychology are the effects of the ubiquitous and invasive modern digital age on mental health, especially for young people. Kerry Gibson is a clinical psychologist, author, and researcher, who identified the timely need for a deep and youth-informed approach to supporting young people in this modern digital age.

Kerry's book, *What Young People Want from Mental Health Services*, draws from a wealth of qualitative data from a variety of youth perspectives, gathered from 17 research projects within the Aotearoa New Zealand context. An underlying theme throughout the research suggests an "outdated and unresponsive mental health system which, in many cases, has remained unchanged for decades." Many youth feel a loss of autonomy and respect when confidentiality is broken to inform caregivers or authorities of risk. Often, youths are spoken "about" and excluded from the decisions relating to their own future. The spaces used for professional services are often clinical and cold, totally unrelatable to the young people who need to use them. Furthermore, it is apparent that there is a growing gap between generations regarding the perceptions and use of digital communications.

Most of the book speaks to the perceptions and concerns raised by the research participants. However, in the final chapter, Kerry introduces her concept of "A Youth Informed Approach to Mental Health", using nine simple and pragmatic principles to apply when working with youth today.

Some of the main principles applied include, taking a strengths-based approach, normalising stress, tailoring support to identity, respecting young people's agency, the need for time to build meaningful relationships, improving accessibility, and the use of technology, are just some of the many relevant points to consider when working with young people.

As a volunteer counsellor at a youth support organisation, I have often struggled to relate to, and connect with clients over text, webchat, and email mediums. However, this book has reset my thinking, highlighting how important these mediums are to the youth of today. If I wish to reach and be available for the vast and growing numbers of youth requiring mental health support, then I need to embrace their world and acknowledge what is important to them.

Kerry's book not only identifies the obstacles but also provides solutions to achieve those goals. Yes, this book is suitable for parents and young people to read, however, it is a must-read for professionals working in the youth mental health space. The modern world is changing fast, so mental health professionals must change with it. For many, *What Young People Want from Mental Health Services* will challenge your thinking and help you understand and connect with young people, to provide a service that is relevant and effective.



Introducing Dr. Kelly Carrasco



Dr Kelly Carrasco is a lecturer in educational psychology at Victoria University in Wellington. In this newsletter, we catch up with her.

What led you to become an educational psychologist?

I think I stumbled into the profession from a very practical standpoint rather than a lifelong dream. I had finished my undergraduate degree in psychology, and I had been doing a couple of different jobs working with children when I began to feel like it was going to be difficult for me to apply my degree in what would feel like a meaningful way. I really enjoyed working with young people, that much I knew, but it became clear to me so quickly that there was a lot of information about working with children that I just didn't have time to learn in my undergraduate years. I was running an inclusive before and afterschool programme, working, for example, with children on the autism spectrum and a child with complete blindness, and I realised there was a lot that I didn't know about how to support these kids.

I began researching graduate programmes in psychology and found school psychology (the name of the field in the U.S.). To me, this seemed like a great fit, because I could continue to study psychology and get to work with children and young people. Also, at the time that I was researching, I wasn't confident enough in myself to believe that I could do a Ph.D. considering few people in my family had completed undergraduate degrees. This career path would allow me to be a psychologist without having to get a Ph.D. (which is what you need to be a licensed psychologist outside of schools in the U.S.). With some encouragement from my support network, however, I eventually did go on to complete my Ph.D.

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

Average day – didn't most of us find this career path appealing, because there would be no such thing as an average day? Currently, I am a lecturer in educational psychology at Victoria University of Wellington. I am also the programme director for the postgraduate diploma for educational psychology practice, so a lot of my work is dedicated to teaching and training future educational psychologists. I split my time between teaching undergraduate and graduate level courses in educational psychology, coordinating the internship programme, supervising students and research projects, writing, and trying to share my knowledge with others. I work closely with the internship team so that hopefully the interns and their supervisors feel well-supported to have a positive training

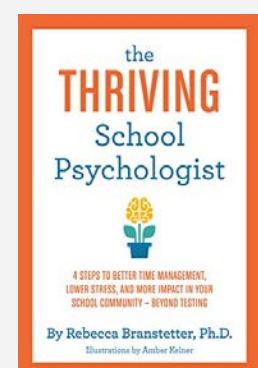
experience. Generally speaking, it means I spend a lot of time in front of my computer screen.

What do you enjoy about your work?

This work allows me to fulfil so many desires. I get to satisfy my curiosities about human behaviour by reading the latest research to try and stay abreast of what is happening in the field. I get to talk about the topics that fascinate and excite me to enthusiastic young people who want to have a positive impact on people's lives. I get to try and create new programmes that not only serve our students but the wider community. This work allows me to have a valuable influence, both directly and indirectly, and it is hard to want much more than that.

What book would you recommend to educational psychologists?

I enjoyed Dr. Rebecca Branstetter's "The Thriving School Psychologist." A lot of the role of an educational psychologist involves looking after others, and this book reminds you of the importance of caring for yourself. It is easy to burn out if you do not have some helpful tools for self-care. It's an easy, practical read regardless of the stage you're at in your career.



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

Study fast, invite your friends to join you, we need more psychologists!
In all seriousness though, try to find and hold onto what motivates you, what gives you the heart to do your best work. Being a psychologist can be as equally challenging as it is rewarding. It requires a lot of self-reflection and a love of life-long learning. Knowing what drives you will help to keep you grounded.

What does the future hold for you professionally?

I'm always trying to grow, to better myself, to do more. I have a couple of projects that I'm trying to develop, so seeing those get off the ground are some of my short-term goals. These are projects that I think would be good for our students, the programme, and the community, and it would be rewarding to see those come to fruition. And I'm always on the lookout for the next adventure. I'm from the U.S., and I've lived in Canada, Japan, and now New Zealand. If another opportunity were to present itself, I may be willing to take it. Being open to different professional paths has kept my life interesting and worthwhile.

Ed. Psychs work in a range of contexts in Aotearoa. In a new feature for our newsletter, we hear about two projects that our committee members, Robyn and Ros have been involved in...

Developing Scripts for Children's TV

by **Robyn Stead**

When I trained and registered as an educational psychologist I never expected I would ever provide feedback on a script for a children's television show.

In 2021 Michelle Ang who is a Director and Producer and generally talented, creative person contacted me and asked if I would be prepared to be involved in an exciting new project she was developing. Michelle has a passion to make entertainment for children educational.

Her idea was to present riddles for children to solve, tapping into children's problem-solving skills. She found local artists to create the visuals and recruited local children to voice the episodes. My job was to read over the scripts while they were being developed and provide feedback about whether they were right for the age group. Michelle and I had many discussions about developmental levels, the importance of context and environment in learning among other things.

I also helped Michelle think through how to keep a group of young children relaxed and focused while they did the voice work. While this kind of work is not common or lucrative it is one of the most fun and unusual jobs I've ever done as an educational psychologist.

Michelle's series is called Riddle Me This and can be found on TVNZ on demand.



Supporting Paralympics NZ by Ros Pullen

I do voluntary work as the National Eligibility Officer, Intellectual Impairment for Paralympics New Zealand. All Para Sport requires an eligibility application, and this position entails reviewing applications for athletes who want to compete nationally or internationally under the Intellectual Impairment category. Educational psychologists are well suited to this work as we are familiar with the support and services that education provides for students with significant additional learning needs. Paralympics NZ's vision is to transform lives through Para Sport, to use sport to change people's perception of disability and to promote a more diverse and inclusive society. This vision aligns well with our professional values and areas of focus. My involvement has grown my interest in and understanding of para-sport and it has opened the door for other interesting opportunities both locally and internationally.

We want to develop a pool of psychologists who are willing to complete an occasional pro bono or low-cost assessment for athletes who want to compete internationally and require formal assessment to meet the intellectual impairment criteria. These are generally expensive and cost can be a barrier for many eager athletes. We are also interested in hearing from psychologists who have connections to any of the Pacific nations as we are working to build capacity for athletes in the Pacific.

Like to know more?

email R.pullen@massey.ac.nz.

News from Massey University, Educational Psychology Programme

by **Ros Pullen**

We started the year with another large intake of first year and second year masters students. This is very positive for the profession of educational psychology as there is clearly growing interest in the area. This year we have welcomed Karen Harris and Jilly O'Brien onto our team. Karen started her career in the UK and gained experience teaching into an educational psychology programme at University of Exeter. She has been in New Zealand for the past 10 years and prior to joining Massey worked at the Ministry of Education, Oranga Tamariki and VUW. Her particular areas of interest include dynamic assessment, solution focused perspectives, children's voices, bullying prevention and working systemically in schools. Jilly comes to us from the Ministry of Education, Learning Support in Ōtepoti. She completed her study through Massey so brings her past student perspective and recent experience of practice with her. Her particular interests include supporting kaiako and whānau towards equitable outcomes, both at case work and at systems level, behaviour, professional practice, and supervision.

Our interns are already half-way through the year. They are all working hard and gaining valuable experience and insights into the professional life of an educational psychologist. We would like to thank all the supervisors who put their hands up to support interns through this very important year.

If you are thinking about applying for the internship through Massey for 2023 you are encouraged to attend our information session. This will be held on Wednesday 27 July, 1pm – 2.30pm Here is the link:

<https://massey.zoom.us/j/87555239912>

Massey University Research

Teacher and Student Well-being in the COVID-19 pandemic context

Two staff members in the MEdDevPsych programme along with a colleague from the Masters in Counselling and Human Devt. team,

were involved in a research project funded by HealthCarePlus Community Grant. The research explored teachers' and students' well-being in the context of the COVID-19 pandemic. Thirteen teachers from Years 4-8 from Manawatū-Horowhenua and Greater Wellington schools and 46 students from their classes were involved in the study which examined three distinct phases of the COVID-19 lockdown – during the lockdown, the point of returning to school and the time that the study was conducted.

One of the key outcomes was the increased collaboration between home and school as the lockdown provided greater insights of wider family issues for teachers. At the same time teachers found lockdown created the conditions for them to reflect on their role and attend to their own well-being. For students, the quality time with whānau was a highlight and they enjoyed having the freedom to self-manage their time between learning and other extra-curricular activities. The overall findings from the project are relevant to all practitioners. For those interested to read the full report, please e-mail one of the authors: Vijaya Dharan: V.M.dharan@massey.ac.nz Nicole Mincher: N.Mincher@massey.ac.nz Rachael Pond: R.L.Pond@massey.ac.nz

Research during the first COVID-19 lockdown in Aotearoa New Zealand

A team of EdPsych researchers led by Professor Roseanna Bourke at Massey collaborated with a team from NZCER to research children's experiences of informal and everyday learning during the first COVID-19 lockdown. We were particularly interested in how children experienced their learning, away from school, during a period of uncertain times that neither they nor their parents had experienced before. The results showed the rich and nuanced children's conceptions and experiences of learning, and how space, place, whānau, natural resources, digital devices, family routines, and life's events influence and impact on their own and others' learning. The report can be found and downloaded free on the NZCER site:

<https://www.nzcer.org.nz/research/publications/learning-during-lockdown>



For each of the themes identified, the children's views were developed into digital narratives, and are available here:

1. Learning new structures and routines in the bubble - <https://youtu.be/ydr5LgWh0ug>
2. Learning from and with whānau - <https://youtu.be/RAHFiGUfoCg>
3. Learning about and through language, culture, and identity - <https://youtu.be/hzyUEoedGNI>
4. Learning through life events - <https://youtu.be/IHTvNAqGknE>
5. Emotional dimension of learning - <https://youtu.be/xrpWUQyE2yo>
6. Learning about and through digital technologies - <https://youtu.be/tX-WZOFCW-A>
7. Self-directed and self-regulated learning - <https://youtu.be/xqqyQQ219L0>

BLOGS about the research can be found at these sites:

<https://www.equitythrougheducation.nz/latest-news/2021/8/23/covid-19-lockdown-and-childrens-informal-learning>

<https://nzareblog.wordpress.com/2021/08/24/lockdown-learning/>

Educational psychology students' research

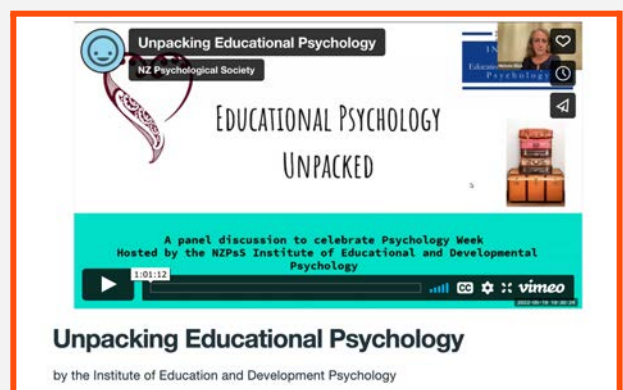
Students with the EdPsych programme undertake research on an aspect of children's rights, student voice, and a context they are interested in. Each year a number of these get published based on the area of focus. We have just released the first batch of publications this year, through the International Journal of Student Voice. These are free and downloadable at <https://ijsv.psu.edu>



Pysch Week Review

by Robyn Stead

For Psychology Week 2022, the IEDP developed and hosted a successful webinar entitled Unpacking Educational Psychology. The members of the panel were geographically diverse and represented a range of work placements from a mental health/education liaison role, resource teacher or learning and behaviour service, Ministry of Education, private practice, and academia. The committee created a visually interesting slide show and spoke about the role of an educational psychologist and the work they undertake. Following the slide show there was an extensive question and answer session. The panel were able to provide information to a diverse audience made up of parents, students, and other professionals. The recording of this session can be accessed here:



Please feel free to share among your work colleagues, those who are interested in a career in educational psychology and parents who may be seeking support from an educational psychologist.

News from Victoria University, Educational Psychology Programme

by Kelly D. Carrasco

At Victoria University of Wellington, the Master of Educational Psychology and Postgraduate Diploma in Educational Psychology Practice degree programmes continue to train future educational psychologists to adapt to an ever-changing landscape in Aotearoa New Zealand. The COVID-19 pandemic has created a multitude of challenges for our students in training, and yet, students have shown great flexibility and positivity despite the circumstances.

The start of the year proved challenging for Masters students attempting to conduct research and intern psychologists attempting to work in schools and engage with whānau. We want to acknowledge and send a big thank you to the supervisors that work with our students that help make our programme possible for their steady support during another challenging school year. Fortunately, the havoc created by the pandemic appears to be improving for our students, allowing them to work with fewer interruptions.

Our intern psychologists just concluded a week of intensive teaching on the Kelburn campus of VUW where we were delighted to meet in-person. Sessions that were covered included: cultural considerations for navigating work as non-Māori, how to have challenging conversations, ethical practice in educational psychology, foetal alcohol spectrum disorder, managing risk of self-harm and suicidality, Universal Design for Learning, anxiety and mental health mobile apps, adverse childhood events and early assessment tools, and application of cultural models in educational psychology practice. Furthermore, our intern psychologists are strengthening their community relationships through placements at Wairakei Kindergarten, Stand Children's

Services, Te Hau Āwhiowhio ō Otangarei Trust, Strengthening Families, Birthright, Barnados, and the VUW Autism Clinic, just to name a few.

This year saw a reduction in the number of available educational psychology scholarships from the Ministry of Education, and as a result, we have 14 intern psychologists completing the PGDipEPP across the North and South Islands, a drop in enrolments compared to the past couple of years. We recognise, however, that the need for educational psychologists in this country has not decreased, so we have been hard at work creating partnerships in the community with the hopes of establishing additional internship placement sites for our students.

Our goal is to increase the number of educational psychology interns that we can train in order to help address this critical shortage. In addition to new partnerships, the faculty have been working to update and expand our courses for students across our undergraduate and graduate programmes. This includes offering a very exciting set of special topic courses in educational neuroscience, bringing a new lens from which to understand behaviour. Such innovations are sure to benefit the practice of educational psychology in Aotearoa New Zealand.

We are enthusiastic about the opportunities for growth and modernisation of our programmes. We will continue to work with our students and the wider community to create opportunities that are mutually beneficial, both in terms of training and meeting the needs of all involved.



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Podcast PD Check out our committee recommendations

Greg recommends Clear + Vivid, a 17-season long podcast by Alan Alda, who has a passion about the complexities of communication between people. Alan hosts the weekly show receiving a different guest each episode, discussing a myriad of topics, all associated with human connection and communication. The episode "George Mitchell on Bringing Together Enemies – Part 2 Northern Ireland" provides a beautiful conversation around how enemies can be brought together through listening and empathy, a conversation highly relevant to those in the field of psychology. This is a great starter to a long and successful podcast series on human communication.



Katrina thoroughly recommends "The Happiness Lab" with Dr. Laurie Santos. This podcast focuses on debunking happiness myths using scientific research and case studies. Dr. Santos teaches popular psychology courses at Yale University and has pitched inspiring explorations/stories about the pursuit of happiness for psychology students and others with an interest in psychology. The content is related to current events and popular culture such as episodes about racial justice, the Coronavirus pandemic, and superhero movies!



Claire recommends long-running podcast series, The Psychology Podcast with Dr. Scott Barry Kaufman. In the Adaptive Intelligence episode, the host talks with prominent psychologist and author Robert Sternberg, a professor of psychology at Cornell University, and a leader in the field of intelligence research.

In the podcast, Sternberg talks about how his early research led him to devise the Triarchic Theory of Intelligence, to influence the way some universities in the U.S conduct admissions procedures; and to develop a new book called Adaptive Intelligence.

The overarching thrust of the work is to reconceptualise intelligence; how well we can adapt to real-world problems using the commonly measured analytical abilities, and creative and practical abilities, combined with wisdom. Sternberg links current real-world problems e.g. Covid, climate change, and income disparities with his conceptualisation of intelligence in the 21st century, making thought-provoking comments.



Hold the Date...

NZPS Annual Conference
3rd-5th September, Auckland



The IEDP speaker will be Prof. Melinda Webber. To find out more about Professor Webber and her work, visit her profile page:

<https://profiles.auckland.ac.nz/m-webber>

Ros wants to share Dr. Rangī Matamua's piece, How Matariki will connect us all. Dr. Rangī Matamua is a Māori astronomer who was initially introduced to astronomy by his grandfather. In the short piece, he shares an in-depth understanding of Matariki and how mātauranga Māori links to everyday life and cultural practices. An informative and inspiring read.

