

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.

IEDP WRITING ASSESSMENT WEBINAR

On 19 March, the IEDP committee presented a webinar on assessing writing difficulties. Check out the recording of the webinar on the [Psychological Society website](#)

PSYCH SOCIETY CONFERENCE

Mark your diaries. The 2021 Psychological Society Annual Conference will be held as an onsite event at Auckland University from 5-7 September 2021.

FACEBOOK

Stay connected with the [Psychological Society](#) and [IEDP](#) Facebook pages.

PANEL DISCUSSION ON ANXIETY

by Robyn Stead

In celebration of Psychology Week, the IEDP hosted an online panel discussion about children and young people's experiences of anxiety in the school context. This was a new initiative for us and proved to be very successful.

Over 75 people attended the live session on 10 May including educators, parents, and other professionals. The panel was made up of committee members, Robyn, Margaret, Polly, Jo, and Katrina our student representative who very ably led us in karakia, managed the technology for us and presented the questions to the panel as they were submitted by the audience.

Our focus was on providing clear information about what is meant by anxiety, how to provide practical, immediate, and ongoing support for young people who are experiencing anxiety along with ideas of where to go for further support in school and in the community. The audience asked insightful questions leading to discussion among the panel. It was great to have a diverse range of panellists who could provide answers from different perspectives. We received immediate and very positive feedback from those who attended. Our mission is to represent, promote and advance the contribution of educational and developmental psychologists to support the learning and wellbeing of individuals, whānau, communities and society. This celebration of Psychology Week was a great way to put our mission into action.

ANXIETY RESOURCES

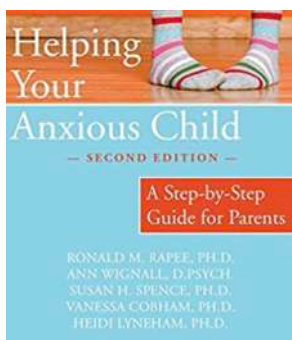
To support the IEDP’s panel discussion about supporting children with anxiety at school, the committee put together the following helpful resources.

Useful apps

- ◆ Smiling Minds - Australian, designed for schools, children as well as adults
- ◆ Calm - American, designed for both children and adults, has some exercise videos
- ◆ Headspace - British, designed for both children and adults.

Books for parents

- ◆ Untangled by Lisa Damour
- ◆ Under Pressure by Lisa Damour
- ◆ Helping Your Anxious Child by Ronald Rapee et al.



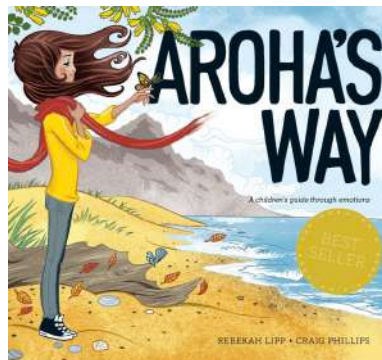
Go to this list of books suitable for children experiencing grief and loss.

Books for teachers

Mental health education and hauora: Teaching interpersonal skills, resilience, and wellbeing. This book is most suitable for teachers working with students in years 7-11.

Books for young people experiencing anxiety

- ◆ Hey Warrior and Hey Awesome by Karen Young, which explain anxiety to children so that they can understand anxiety and learn to manage it.
- ◆ Aroha’s Way by Craig Phillips a picture book for children around uncomfortable emotions; fear, apprehension, worrying thoughts and nervousness



Books for teens and young adults experiencing anxiety

- ◆ The Illustrated Happiness Trap: How to Stop Struggling and Start Living by Russ Harris
- ◆ When Life Gives You Lemons by Celia Painter and Abbie Kriebel
- ◆ Stuff that Sucks by Ben Sedley

Websites

- ◆ Sparklers - Some very useful resources put together after the Christchurch Earthquakes and Updated for Covid-19
- ◆ Hey Sigmund - A comprehensive website focused on anxiety with a range of resources for a wide age range
- ◆ The melon health anxiety toolbox is designed for young people
- ◆ WayAhead - An Australian website aimed at educating about mental health including anxiety. Resources and guides are provided for parents and schools
- ◆ Dr Lisa Damour - Website and podcasts designed for parents around a range of issues
- ◆ Small Steps - tools to help with feelings of anxiety, stress, or low mood

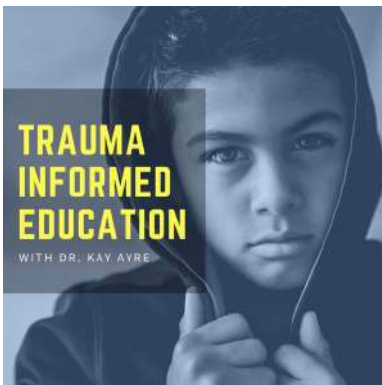


PODCAST PD

by Kate Garland

Educating students who have experienced trauma

Trauma-informed practice has become a buzzword. In this [podcast](#), by [Trauma Informed Education](#) Dr Kim Golding unpacks what trauma-informed practice is, and in particular, how teachers can help children feel safe in relationships at school. She also discusses her new book, ['Working with Relational Trauma in Schools'](#), which I think is a must read.



Following on with my focus on trauma, I've also found interviews on the [Association for Child and Adolescent Mental Health \(ACAMH\)](#) accessible and informative. On this [podcast](#), Kim Golding introduces the Dyadic Developmental Psychotherapy (DDP) and Practice model in plain English. I think Golding is skilled at linking the DDP model to educators and schools.

I loved reading [The Choice](#) by Dr Edith Eger a couple of years ago. Eger is a Holocaust survivor who has dedicated

her career to furthering understandings of trauma, anger, resilience, and the power of choosing how we see ourselves.

In this [podcast](#), Eger talks to Brené Brown. The interview provided a refresher and reminder about Edgar's insights into life.

Edgar's new book, [The Gift](#) is on my reading list.

Dialectical Behaviour Therapy

I've also been enjoying listening to podcasts by [The Weekend University](#). The Weekend University makes psychology lectures available to the general public. I found a recent [lecture](#) on Dialectical Behaviour Therapy (DBT) particularly informative and provided a great introduction to a treatment modality I previously knew little about. While DBT was originally developed to treat Borderline Personality Disorder, the podcast also explains how it has been adapted to support people at risk of suicide and self-harm.



School refusal

A couple of children I've been working with have been refusing to go to school. In this [podcast](#) I found Kearney's discussions about school refusal helpful in looking at the function of school refusal. He also refers to his School Refusal Assessment Scale. In this related [podcast](#) Kearney advises parents on how to handle school refusal.



Tiny Habits to Change Behaviour

In an [interview on Radio New Zealand](#) Dr BJ Fogg, from Stanford University, says that you cannot rely on motivation to develop good habits. They have to be nurtured, start off small, and find a place where they fit well in your life. He describes how he increased his exercise using his tiny habit 'ABC'.

A = Anchor: Figure out where this could fit in your life e.g. the bathroom.

B = Behaviour: Do two push-ups every time you go to the bathroom (always start small, so do not need much motivation to do).

C = Cheer: Congratulate yourself after doing B.

BOOK CORNER

by Robyn Stead

Good Habits, Bad Habits: The Science of Making Positive Changes That Stick by Wendy Wood

Wendy Wood is a psychologist and author with some serious academic credentials and a considerable research background to underpin her writing. She was born in the United Kingdom and is currently the Provost Professor of Psychology and Business at the University of Southern California. In her book *Good Habits, Bad Habits* she talks about her realisation that it is not enough to generate research which is consumed by other academics or those with special interests in that field. It is equally important to communicate key findings to a wider audience. *Good Habits, Bad Habits* is part of her work to do just that. A quick google of Wendy Wood will produce all kinds of links from blogs and podcasts to social media posts. Her Twitter feed is excellent and in it she comments on topical issues such as how to support vaccine uptake using what we know about habits.

The book covers a wide range of information all related to habit development. She discusses the evolutionary underpinnings of habit development including the fact that our brains have evolved to conserve energy. Making decisions is a very energy dense activity therefore

developing habits for much of our behaviour saves energy. She discusses the importance of reinforcing desired behaviour and what she calls reducing or increasing friction or in other words making it much easier to choose to do something beneficial like going to the gym or difficult such as buying cigarettes. Wendy can even share how far is too far away from home when we select a gym to attend (less than 8 kilometres).



Good Habits, Bad Habits is an easy and entertaining read. There are references to popular culture that most of us can relate to such as the story of the relative wanting to lose weight and posting on social media to gather support for her goal. Of course, as is also familiar to most of us, just posting on social media and setting a goal to make a behaviour change isn't enough to change behaviour. It also has enough detailed information to support practitioners as they consider

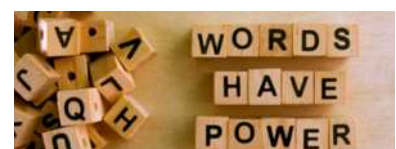
interventions for children, young people, and their families. If you want to increase the number of times a student practises their basic maths facts or develop a reading habit then this book has some sound ideas.

Wendy Wood's research into habits provides plenty of sensible, practical and doable ideas for anyone looking to reduce or remove an unwanted habit and to develop more helpful habits. This would be an excellent book to recommend to teachers, parents, and older students. Psychologists will find plenty of helpful references to follow up for those looking to further develop their knowledge in this area.

WORDS MATTER

by Kate Garland

When we talk to children about the characteristics of boys and girls, our word choice can profoundly shape what they take away from the conversation. For example [researchers](#) have found that telling kids that girls are "as good as" boys at maths can actually leave them believing that boys are naturally better at the subject and that girls have to work harder. Saying girls and boys are "equally as good" at something is a far better strategy.



CANTERBURY UNI UPDATE

by Karyn France

Associate Professor, Child and Family Psychology, University of Canterbury

We are celebrating the success of nine interns from 2020, who navigated the challenges of Covid-19 restrictions during their internships last year, and have recently passed through their exam and entered the profession. Owing to delays resulting from lockdown, the examination process was split into two examinations (February and April) this year and now has been completed.

Our 10 excellent new students (selected November 2020) have now completed their summer school and are mastering competencies such as behavioural family interventions, child and family interviewing, and safe administration and interpretation of psychometrics, all prior to their two 5th year placements within education, health, social welfare, NGO agencies and our own onsite child and family psychology centre, the **Pukemanu Centre**). Many of them are also juggling masters or PhD theses. Our sixth year students are settling into their similarly varied internships.

We are also advertising to recruit a senior level academic to the programme – an interesting prospect given Covid-19 travel restrictions. Watch this space!

VICTORIA UNI UPDATE

by Kelly Carrasco

Programme director, Postgraduate Diploma in Educational Psychology, Victoria University of Wellington

At Victoria University of Wellington, the Masters of Educational Psychology and Postgraduate Diploma in Educational Psychology Practice degree programmes continue to see growth in student enrolment. These strong student numbers have allowed for the addition of two teaching fellows, Hineuru Teira and Russell Pine, who bring with them diverse perspectives and a wealth of experience. Russell is a registered educational psychologist who is an alumnus of the VUW Educational Psychology programmes, and Hineuru is a registered psychologist with over 20 years of experience. We are thrilled to have them as part of our team.

Last year brought many new challenges, and as a faculty, we continue to find ways to innovate our teaching both in-person and online. Many of our Masters students are working diligently on completing their research

projects, and our Postgraduate students are working full-time in their placements while completing coursework. These interns will come together again next month for a week of intensive teaching. Sessions to be covered include: ethical practice in educational psychology, He Pikorua in practice, Te Pikinga Ki Runga, Universal Design for Learning, early years education, systems-level consultation, Tino rangatiratanga, Meihana model, curriculum-based assessments, report writing, and invited guest Jack Naglieri, PhD, will discuss the Cognitive Assessment System (2nd edition) and PASS Theory.

Work is being done to build relationships with schools and organisations across New Zealand to diversify the types of experiences our Postgraduate students can undergo during the internship year. This offers an exciting opportunity for the training of our interns that better meets their needs, expands their practice, and allows for the provision of valuable services to the communities they serve. We are very excited about this expansion of placements, and we hope this provides valuable opportunities for our students' career paths.



MASSEY UNI UPDATE

by Roseanna Bourke

Professor of Learning and Assessment, Massey University

The new MEdDevPsych and the PGDipEdPsych (Internship) is now in full swing and the outcomes of the changes are beginning to thrive in learning, teaching and research. This qualification has received two external reviews from the professional body (New Zealand Psychologists Board) to ensure accreditation of the programme (through to 2024). Feedback has also been elicited from the professional group of educational psychologists within the sector through a national survey in 2020.

Assessment in the courses include the underlying principle of sustainable assessment practices (supporting students to continually assess their own life-long learning), and 'give back' assessments. This means the assessments have a purpose beyond the individual and towards contributing to a collective resource and support for the sector requiring educational psychology support (eg children and young people, teachers, parents, other professionals working in education). Examples include the development of YouTube clips in the Ako course, and the development of children's booklets and teacher resources in the Whanaungatanga course. This enables the students to learn how to contribute into the field they are entering and to develop a collaborative, shared and needs-based approach to their work with colleagues.

Research publications

Psychologists in training are increasingly publishing their research and we congratulate recent graduates who have published their work in a special issue published in the *International Journal of Inclusive Education* (2021 online for a 2022 print publication). The Secretary of Education wrote to these graduates congratulating them on their publications. The articles cover:

- ♦ teachers' joy of teaching children with a chronic illness

- ♦ teachers' perspectives about mindfulness programmes in primary schools
- ♦ a review of the literature supporting children with cerebral visual impairment
- ♦ young people's experience of education while in foster care
- ♦ improving educational inclusion for refugee-background learners
- ♦ augmentative and alternative communication.

Since 2019, the Applied Research in Educational Psychology has included a cohort theme around Children's Rights and the United Nations Convention on the Rights of the Child. The calibre of these reports has been high, and we have further publications in progress. These are being developed for a special issue for the *International Journal of Student Voice*.

Professional learning and development

Children's Rights and Student voice

Professor Roseanna Bourke and Ros Pullen (Snr Professional Clinician) from the programme have recently developed a one day workshop on children's rights and child's voice and how to integrate these into practice and current professional practice frameworks. We have enjoyed presenting these to staff from the Ministry of Education in Botany and Napier. Contact r.bourke@massey.ac.nz or r.pullen@massey.ac.nz for information.

Research

Students' experiences of learning through Covid-19

Members of the programme are involved in research in collaboration with the New Zealand Council for Educational Research on students' experiences of learning through Covid-19. Exploring young people's perspectives of learning in the home setting will help identify learning strengths that children can bring from home to the classrooms. At least 175 students have participated and the report is currently

being finalised. Contact r.bourke@massey.ac.nz for information.

Restoring the lives of autistic people and their families

Massey University's Institute of Education has established a partnership between Brandon University in Manitoba Canada. Dr. Vijaya Dharan is leading this partnership project based on 'Restoring' the lives of autistic people and their families. The project aims to create a change in the narratives and perceptions of autism and enhance educational and social inclusion of autistic individuals using multimedia and other art forms. The other research sites are located in Manitoba and Ontario in Canada, and Yorkshire in England. Contact v.m.dharan@massey.ac.nz for information.

Students with additional needs

A research project has been completed for the Ministry of Education, the NZEI and PPTA on children with additional needs in schools. The research investigated:

- ◆ the number of children diagnosed or identified with complex needs within the learning environment over the last 30 years
- ◆ whether there is a change in the number of children being diagnosed with more than one additional need
- ◆ education system supports for teachers of children with additional needs over the last 30 years in New Zealand and other counties.

Contact r.bourke@massey.ac.nz for information.

Wellbeing of teachers and students

Members of the team are involved in research in a community-funded research project on teacher and student wellbeing in the context of Covid-19 pandemic. This research project aims to gain an in-depth understanding of the wellbeing of teachers and students during and after Covid-19 lockdowns, and how they overlap. Around 20 teachers in Years 4–8 are participating in this study. Contact v.m.dharan@massey.ac.nz for information.

IEDP STUDENT REPORT

by Katrina Stephenson and Jo Orchard

First of all, congratulations! We are officially halfway through the year and are doing well! The IEDP committee felt some mid-year study and internship tips would be welcome right now. At the top of the list is self-care. We all know the importance of a balanced diet, exercise, and a good night's sleep but this can fall to the wayside when we are under pressure with assignment deadlines. However embedding self-care practices as a student will stand you in good stead as a practising psychologist.

If you don't have time for your usual self-care strategies why don't you try an abbreviated version? We recently came across this Aotearoa New Zealand website, [Small Steps](#), with wellbeing tools that take a few minutes or less! Another interesting tool that has been suggested is [Focus Mate](#). You can book up to three sessions a week on the free version which matches you with a virtual accountability partner.



Tips from past interns are to stop stressing about not knowing enough. Take heart that no psychologist will know everything about every topic but you do have the training to find out what you need to know when needed. This skill will serve you well as you navigate the complexity and diversity of your casework.

Another piece of great advice is to keep going, all your efforts will be worth it in the end! Celebrate getting in each assignment and enjoy a moment of downtime afterward. Embrace the discomfort as this is what is helping you grow.

INTRODUCING ... JEAN ANNAN, PHD

In 2013, Dr Jean Annan was awarded the Dame Marie Clay award. In this newsletter, we catch up with her.

How did you feel receiving the Dame Marie Clay award?

I was delighted to receive the award, particularly as in New Zealand there were so many outstanding educational psychologists contributing to the profession and the people served by it.

What led you to become an educational psychologist?

After graduating in the two subjects that fascinated me most, psychology and education, one of my lecturers at the University of Auckland suggested that I apply for the Educational Psychology course. Even though I had worked as a teacher, I had no idea that the profession of educational psychology existed, never mind what sort of work a psychologist did! As applications were closing in two days, I intensely studied the pages of a three-page, dog-eared document about the educational psychologist's tasks, my sole source of information about the profession. Needless to say, it did the trick and after an interview, I was on the course and have never looked back. Over the years my work as an educational psychologist has taken many forms, each one of

these being fulfilling well beyond what I had ever expected of a career.

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

One of the wonderful things about the work of an educational psychologist is that every day is different. At the moment I am working in private practice, *Positively Psychology*, consulting with schools and Kāhui Ako wishing to support students' social and emotional well-being. The varied tasks include facilitating teacher-only days and workshops, working alongside students, school staff and communities in collaborative developments and consulting with schools and ECE about specific situations. Sessions take place in-situ and through Zoom meetings, some of these being in the evening to suit participants' schedules and availability.

What do you enjoy about your work?

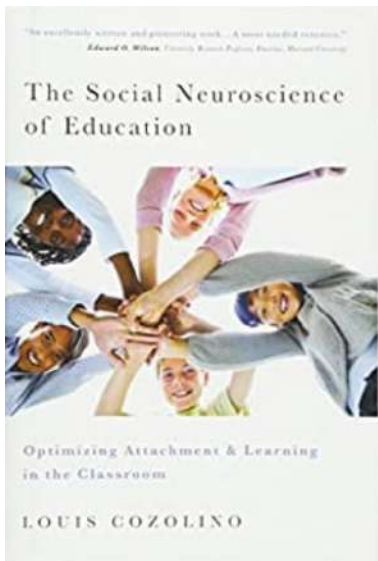
It is satisfying, and often fun, to work alongside school and early childhood education staff as they explore fresh ways of supporting young people's learning and wellbeing. This is always a learning journey for each of us. I enjoy the satisfaction that comes with collaborating with a diverse range of people, the sense of belonging to a group of skilled and knowledgeable educational psychologists, and professional networking, locally and globally, with

others around things that matter to people. The work of educational psychology itself has kept me engaged and evolving as a practitioner, providing unlimited opportunities for new and exciting learning. It seems to generate its own energy, particularly when all the parts of the picture come together. I am grateful to have found myself within a profession that, with its broad knowledge and skill sets, has equipped me to follow many different professional pathways and take on various roles. These roles have included consultation, facilitation of multi-school projects to improve learning and well-being, research support for funded projects in schools, leader support in the establishment of Kāhui Ako, and professional development for educators around positive support for children's social and emotional well-being.



What book would you recommend to educational psychologists?

I highly recommend Louis Cozolino's book, 'The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom'.



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

As psychologists, we do our best work when we listen, remain curious and remember not to take people's stress responses personally. The environments educational psychologists work in are usually complicated and often those we work with are feeling pressured. We need our whole brains available to us if we are to add value. As for children, whānau, and teachers, psychologists need to feel emotionally safe in their work. Our input is limited when we ourselves are in survival mode. To a large extent, we can help ourselves in this regard. We can be super-conversant with frameworks for processing information so that we are free to focus on stories, nurture relationships and make best use of the psychology knowledge we bring.

At the same time, we can ensure that we are flexible enough to adapt our ways of working with others so that the solution-finding processes make sense to the children and communities involved. Ultimately, we need to keep the purpose and meaning of the work in our line of sight.

What does the future hold for you professionally?

I expect to continue working in schools supporting students' social and emotional well-being. At the moment, I am just finishing a writing project and, once done, I will have space for the next phase of work. As focusing on constructs such as fulfilment or happiness almost always means that they will never happen, I follow the teachings of Victor Frankl (1970) and Martin Seligman (2011) and direct my energy to the learning and experience that underpin these feelings.

IEDP COMMITTEE 2021

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