

New Zealand  
Psychological Society  
*Rōpū Mātai Hinengaro o Aotearoa*

## INSTITUTE of Educational & 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.

### IN THIS EDITION

- ♦ Chairperson's Round Up
- ♦ An Interview with Sonja MacFarlane
- ♦ Op.Ed.: How to Overcome Young People's Fear of Needles
- ♦ Student Corner
- ♦ Updates from the Universities
- ♦ Book Review

Competencies leading to developing learning objectives and activities. This will be shared among members of IEDP. A big thank you to the facilitators, Michele Blick, Ros Pullen and Margaret McNally and to all the members who attended.



The initial session will help us to understand the scope of the review. The second session is a workshop where we will be able to provide feedback to the review team. To register please go to the following links:

#### Session 1:

<https://psychology.org.nz/events/nzpssevents#id=362&cid=884&wid=301>

#### Session 2:

<https://psychology.org.nz/events/nzpssevents#id=363&cid=884&wid=301>

Further information about the review can be found at the following links:

- ♦ Minister Tinetti's media statement:

<https://www.beehive.govt.nz/release/more-support-learners-highest-needs>

- ♦ Summary of Engagement which reflects 'What we Heard' during the first engagement phase and the Terms of Reference.

[Highest Needs Review Cabinet Paper](#)

**Please note:** The phase two engagement outlined in the Terms of Reference will now run until March 2022 instead of finishing in December 2021.

### HOT OFF THE PRESS

#### November CCP PD

Participants in the recent continuing competency workshop will no longer face their initial self reflective review wondering where to start. This was an interactive session with lots of great ideas shared among the group. A document collating the many ideas shared is under construction and participants will have an opportunity to review this shortly. The final document will provide prompts for reflection on Educational Psychology

#### The Highest Needs Review Needs You!

The IEDP has been offered a unique opportunity to learn more about the Highest Needs Reviewing undertaken by the Ministry of Education and provide feedback to the review team. All members, including student members are invited to join the review team and the IEDP committee for the following two Zoom sessions

- ♦ 10<sup>th</sup> December 2021, 1:30pm-2:30pm
- ♦ 11th February 2022, 1:30pm-2:30pm

# Chairperson's Round Up

by Robyn Stead

The IEDP has had six active committee members who meet regularly using Zoom. We have 111 full members and 165 student members (276 total). I was delighted to note recently that we are the second largest institute behind the Clinical Psychology institute. Not that I'm competitive at all!

## COMMITTEE UPDATE

The committee recently received the resignation of Kate Garland who has provided her support since she was a student representative and was editor of the newsletter. We also recently received a notice from Polly Schaverien informing the committee that she taking an extended leave of absence from her committee duties due to some unforeseen work commitments in the short term. Thanks to both for their contributions to the IEDP. Of note, the previous IEDP chairperson Michele Blick has recently taken over as editor of Psychology Aoetearoa. Congratulations to Michele and we look forward to seeing the Journal develop and grow under your editorship.

## PROFESSIONAL DEVELOPMENT

The committee has been busy with developing and hosting targeted professional development opportunities for the educational and developmental psychology community. To date in 2021 we have offered sessions on assessing writing to the wider society and have offered a session for IEDP members on the continuing competence program for educational and developmental psychologists. Our invited guest Ann Connell spoke to members about the board's perspective and shared useful resources with us. We held a workshop in November to develop further support specific to educational psychologists in

the area of creating a continuing competency plan.

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 anxiety. The committee formed a panel and shared a range of information about anxiety and how to find support for this. Following this the panel took questions from the audience and discussed a range of perspectives. We are developing 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.

## ADVOCACY

Advocacy is also an important component of our work and we have engaged with the NZ Psychologists Board successfully, regarding the educational scope of practice

[https://www.psychology.org.nz/application/files/3116/3295/9460/IEDP\\_communication\\_with\\_members.pdf](https://www.psychology.org.nz/application/files/3116/3295/9460/IEDP_communication_with_members.pdf).

The IEDP has recently written a letter to the Minister of Education and the shadow Minister of Education regarding the reduction of internship scholarships and requesting that the decision to reduce the number of scholarships be reconsidered, we put out a press release in support of colleagues undertaking industrial action, we have organised an opportunity for members to participate in the Highest Needs review. Look out for invitations to an information session and a workshop to provide feedback. As Chair I also attend regular meetings with the Ministry of Education and training institutes.

## DAME MARIE CLAY AWARD

A highlight of this year was the successful IEDP nomination for the Dame Marie Clay award of Dr. Sonja Macfarlane. Sonja received this well-deserved recognition at the NZPsS conference in August.

## COMMITTEE MEMBERS

CHAIRPERSON	Robyn Stead
SECRETARY	Margaret McNally
TREASURER	Dr. Robert Shaw
STUDENT REP Māori	Greg Ratcliffe
STUDENT REP	Katrina Stevenson
GENERAL	Ros Pullen
NEWSLETTER	Jo Orchard

Did you know that you could follow IEDP news on our Facebooks page?



## IEDP CONTACT DETAILS

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Facebook, [fb.me/IEDPNZ](https://fb.me/IEDPNZ)



## An Interview with Dame Marie Clay Award Recipient, Sonja MacFarlane

By Jo Orchard

### What led you to a career in education with a focus on psychology?

As I reflect, I realise that there have been three main drivers. Firstly, my father was a primary school teacher (principal) for 40 years – he taught me and my siblings from year 3 – year 8. He was my role model, he had faith in us all, and saw strength and potential in everyone. Secondly, my youngest sister has a congenital condition. I saw her flourish until she went to high school. Then I saw how others perceived her as a person, and how they often treated her. She taught us so much about what real inclusion and a sense of belonging should look and feel like – and dually when it is being denied. Thirdly, it was my own sense of self – my cultural identity. I realised that during my high school years, we (Māori) were forced to leave our culture at the school gate, which created a sense of shame. I wanted to change things for those who were (and felt) marginalised in education.

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

I work as an Associate Professor at Massey University specifically on the Post Graduate Specialist Teaching Programme. An average day includes some online teaching, creating course content, supervision, as well as some research and writing.

### What do you enjoy about your work?

I feel very lucky to have such an amazing job. I love the variety. I can be creative, I learn so much from my colleagues, and the students – our future leaders – and I can follow my passion in terms of writing.

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

I would recommend the 2016 edited book by Waikaremoana Waitoki and Michelle Levy, titled: *Te manu kai i te mātauranga: Indigenous Psychology in Aotearoa New Zealand*.

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

Just do it! It is such a wonderful profession to be involved in. How lucky to be a part of a community of professionals who are there to make a positive difference for others. In Aotearoa NZ, the NZ Psychological Society is like one big extended whānau, where there are networks of support that are available to tap into. And read everything you can about our bicultural foundation. Specifically, that means acknowledging the importance of two knowledge streams (western science and te ao Māori), and then drawing on both in thinking, and in action.

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

I would like to continue following my passions in the areas of teaching and research. I guess moving forward, I see myself as providing support to, and enabling pathways for, our new and emerging generation of leaders. Ngā tapuae o mua, mō muri.

### About the Award

Marie Clay had a career spanning 60 years and is known as one of the most distinguished researchers in educational literacy in the world. The Dame Marie Clay Award was established in 2008 to honour Dame Marie Clay in recognition of her contribution to developmental psychology and education.

The Award recognises valuable contributions to educational and developmental psychology in NZPsS Members through original research (researcher) the dissemination of research (teacher) or best practice (exemplary practitioner).

The award is offered biennially and is jointly funded by the New Zealand Psychological Society and the Marie Clay Literacy Trust

Previous recipients:  
2011 Ian Evans  
2013 Jean Annan  
2015 Janet Johnson  
2019 Valerie Bridges

## Op Ed: Overcoming Young People's Fear of Needles.

From the committee of the  
Institute of Educational and  
Developmental Psychology  
(IEDP)

### The experts say there is plenty parents can do to help their teens face the needle without fear.

Vaccination for COVID-19 is now freely available for all New Zealanders, including those 12 years and older, and the research and overseas experience shows that even younger children will be encouraged to get vaccinated soon.

For New Zealand to hit our lofty immunisation targets, it's key our young Kiwis also play their part and get vaccinated.

Fear of needles is not uncommon, and it's over to us as parents, community leaders and role models to support our younger generation to make an informed choice and play their part in this nationwide task. Educational and developmental psychologists are highly trained and experienced at supporting young people. The Institute of Educational and Developmental Psychology (IEDP) have ideas that may help you and your young person book your appointments and make it a much more positive experience as we all step-up to the plate to fight COVID-19.

### Firstly, it's important to start with the basics.

Anxiety can be catching. If you or another important role model in your teen's life are feeling



anxious about receiving the vaccination, or the process surrounding it, they may pick up on this. We recommend making use of the research and health advice to find answers to any questions you may have to help you feel more confident, and in turn instil confidence in your young person.

Teenagers may benefit from doing research for themselves also. Parents can encourage this and work closely with their teenagers to guide them towards trusted health and research resources that outline what exactly the vaccine is, why so many others across the globe are being vaccinated and how such a simple task will make a big difference to the wellbeing of their whānau, community and New Zealand as a whole.

It is great to role model making an informed choice and the Ministry of Health have heaps of resources available to enable this. Two that are easy to understand and have reliable information are:

[Karawhiua — Karawhiua - Protect Communities from COVID-19](#)

[NZ Vaccine Facts | Unite against COVID-19 \(covid19.govt.nz\)](#)

### Our second piece of advice is to set the scene for success.

Some young people may have recent experiences of other less

pleasant vaccine experiences. Others may have heard their peers talking about vaccines in a negative way. Parents, teachers, and siblings can help to keep this in context by ensuring that they talk about the experience of getting a vaccine as positive. Encourage the young person to see this experience as a positive action they are taking to look after themselves, their mates, family, and community.

When developing class communication teachers can use photos from Flickr, who have partnered with Self magazine and the American Academy of



### Young boy receiving a vaccine

Photographer: Heather Hazzan  
Source: <https://www.flickr.com/photos/selfmagazine/48545943301/>

Pediatrics, to compile free photos of people being vaccinated without tears and distress.

Check out

<https://www.flickr.com/photos/selfmagazine/>

Remind young people that the experience is very short, there is very little to no pain and that medical staff are kind and caring and there to look after them. Remind them of the feeling of satisfaction of having done something to protect themselves and others important to them.

### Thirdly, consider using distraction to help keep calm.

We don't recommend this to be an elaborate distraction but a simple and straightforward activity that will help keep your teen's focus elsewhere in the lead up to and during the vaccination. This can help reduce stress and anxiety by providing another outlet for energy.



Simple options including listening to music, watching a YouTube video, singing, reading a book, or listening to a podcast. Scrunch up toes and then stretch them, talk to a friend or family member, read a book or magazine, hold someone's hand, or have your hand massaged. If your teen is strongly interested in a specific topic, you could suggest they tell the medical staff short facts about this topic when they step in for their immunisation.

We suggest you identify what will work in advance of your appointment and build this into your vaccination process. Choice and control can make the process of vaccination easier to tolerate.

Make decisions ahead of time and share these with the person

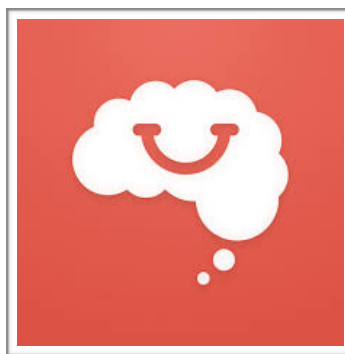
giving the vaccine. These could be, whether to be told when the injection is happening or not, whether they want to chat or be silent, to watch or not. Choose your own distractions. If possible, make choices about when to get your vaccine. Some prefer to be part of a big crowd while others may find it easier to get their vaccine when it's quiet with few other people around.

Breathing exercises and progressive muscle relaxation can help people to remain calm. Breathe in a pattern, putting your hands on your stomach so you can feel your lungs expanding as you breathe in.

Sometimes it's easiest to start doing this when you lie on the floor. It's best to learn to do this and practice prior to the vaccine appointment. Breathe in for a count of 3 and out for a count of 4 for a series of 10 breaths.

When young people begin to feel anxiety building, they can use this breathing exercise to help them to remain calm. There are many mindfulness apps available which can also teach breathing exercises, Smiling Minds is free and designed with young people in mind.

<https://www.smilingmind.com.au/>



Re-framing or positive self-talk is an effective strategy parents and teachers can teach teens to use. This can be done aloud or silently and uses language like,

*"I can do this"*

*"I'm brave and strong"*

*"I'm doing the right thing to keep me, my friends and whānau safe"*



**Finally, once your teenager has had their vaccination it is important to congratulate them and provide lots of praise for getting this important job done.**

Positive reinforcement will set the scene for any future vaccines they may require, and leave a lasting memory of a positive experience, knowing they have done the right thing, and in reality, it was nice and easy.

Vaccines are key to returning to a time when schools remain open without the threats of lockdowns and young people can enjoy all the benefits of being with friends and participating in educational, cultural, and sporting activities.

It's time for us all to step-up to the plate and be vaccinated.

For our young Kiwis, this is a big responsibility, but we know they can do it, particularly when they're supported by their loved ones and important role models in their lives.

If your young person is more than a little anxious and the strategies we have shared aren't working you can talk to their teacher or doctor for ideas of where to go for further support.

### For more information:

Robyn Stead

Chairperson, Institute of Educational and Developmental Psychology, New Zealand Psychological Society

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# First Experiences

an interview with

**Kelly Stevens**

**BIO:** Kelly is currently completing the PGDip in Educational Psychology Practice and is based at the Ministry of Education, Albany, Auckland. After finishing school, Kelly took a gap year and worked at a Mortgage firm. In 2015, Kelly moved to Wellington to begin a BA, majoring in Psychology and Sociology. Following this, Kelly completed a Master's of Educational Psychology across 2018 and 2019, before taking a year off to work as a teacher aide.

## What was it like the first time you...

First day at the office?

Everyone seemed really friendly and I surprisingly felt 'at home' pretty quickly. It was awesome to be in an environment with likeminded people, all with varying experiences that I could learn from.

## Presented professional learning to others?

This was definitely beyond my comfort zone, however preparing well helped and I knew that it was a great opportunity to develop this skill. I facilitated this internally and my MOE colleagues were really supportive. I presented on my Master's research project (young people's experiences of connection and disconnection with social media). It was great to be able to share some information and practical resources on a topic that people seemed genuinely interested in.

## Facilitated a meeting?

It was a good feeling to finally be doing the 'real-world' stuff that we had been studying towards for so long. Although I was a fresh intern with plenty to learn still, it also struck me that many aspects felt intuitive.

# STUDENT CORNER

## Top tip for approaching the internship year?

Remember that learning doesn't stop once you've completed the internship. Take the pressure off yourself to learn, read, and attend everything during your internship and instead focus your efforts on consolidating more immediate learning needs. Looking after yourself now will set you up to keep helping others long-term.

addresses but particularly found Maria Baker's thought-provoking talk on building the Māori health workforce to be insightful.

The family and child health and well-being in Aotearoa during COVID-19 felt ever salient as the audience sat isolating in their homes. Their project investigated family stress, risk, and resilience during our first lockdown, and without a doubt felt very relatable at times. I was awed by the research's silver lining in COVID - being able to record data through their pre-existing longitudinal study.

It felt very inspiring to listen to some of my peers, in the sense of fellow students presenting their Master's research. Particularly, I enjoyed Emily West's presentation on the impact of painful sex on Women's sexuality due to endometriosis and Marcé Pienaar's investigation of the effects of body positivity and fitspiration on social media content on female body image. It was great to see their confidence, as well as their presentation being both interesting and important topics.

As a Master of Educational Psychology Student, I have a particular interest in autism research. It is without a surprise that I therefore thoroughly enjoyed Neville Blampied's presentation on the collateral benefits of treatment for sleep problems in children and adolescents with autism spectrum disorder. Also, Lisa Emerson's talk on community partnership in autism research, which aims to provide a platform for people with ASD to set their own research priorities. The project seeks for the ASD community to work

## IEDP Student Conference Scholarship

*Each year the IEDP supports a student subscriber to attend the Annual Conference of the New Zealand Psychological Society (NZPsS). This year Siobhan Gardiner was the recipient. Siobhan has kindly provided some feedback on her conference experience.*

This year, I was very fortunate to be the recipient of the student scholarship to attend this year's conference. This year's theme was: Relational resilience in a changing world: Our lives, our futures- Tō tātou oranga i te ao hurihuri. Despite initial disappointment over the transfer of the conference to an online-based format due to COVID-19, I found this did not in any way take away from the experience or the talks from the wonderful speakers. Here are some of my highlights.

I thoroughly enjoyed all the key

collaboratively in partnership with researchers, who know how to get these voices heard by the wider research community. I look forward to hearing more about this.

This year was my first time attending a conference. Overall, I had a wonderful time engaging in these presentations and look forward to the chance to attend again (hopefully in person). It may have been my first conference, but it certainly will not be my last.

## New Zealand Psych Society Advice... Moving from Student to Full Membership

The NZPsS welcomes New Zealand-based new members and student subscribers. (Students please go to [this page](#) to find information and your online application form).

Full membership of the NZPsS allows you to access a range of services and benefits. These include

- ♦ Professional Development Opportunities
- ♦ The Annual NZPsS Conference
- ♦ Advocacy and Representation
- ♦ Cultural Justice and Equity
- ♦ Networking
- ♦ Professional Indemnity Insurance
- ♦ Publications and Resources
- ♦ PsychDirect Referral Database
- ♦ A database for Supervisors and Mentors
- ♦ A Member directory
- ♦ Access to the Ethics Helpdesk
- ♦ Awards and Honours
- ♦ Access to practice webinars
- ♦ APA Affiliate Membership

Many student subscribers are unaware that there is a process

which must be followed to achieve full membership.

### Nomination and Election

An applicant for election to full membership shall be proposed (nominated) by at least two members. These members must have personal knowledge of the applicant, sufficient to have satisfied themselves as to the authenticity of the applicant's qualifications and that the applicant is in good standing as a psychologist. Proposers must complete the [nominators' Word document](#). This is then emailed back to the Society. It is the applicant's responsibility to get the nominators form completed.

### Application Form

The membership application form can be completed and submitted on line

<https://www.psychology.org.nz/join-us/how-become-member/application-form>

Applicants complete their personal information and upload a copy of their academic transcript and/or their APC to the form.

### The Ballot

Applicants who meet the criteria for membership are entered into the monthly membership ballot. Information about ballot outcomes is published in [Connections](#), the Society's monthly e-newsletter for NZPsS members and student subscribers. It also keeps members and students up to date with news, events, professional issues and employment opportunities.

### Fees

Applicants who have been student members of the Society receive a 75 % discounted fee for the first year of full membership. For the second year of full membership, the fee is 50% of the full membership fee. These discounts will be available for any student who has been a student member of NZPsS at any point during the previous 24 months (at the time of application for full

membership). Please contact Helen at [membership@psychology.org.nz](mailto:membership@psychology.org.nz) if you have any membership queries.

## IEDP Student Reps

The IEDP is please to welcome Greg as our new student rep Māori. Greg will work alongside the committee and our existing student rep, Katrina. Greg has kindly provided us with a short introduction and we look forward to sharing more about Greg with you in the next edition.



Tēnā tātou katoa.

Ko Greg tōku ingoa (nō Ngā Puhī me Ngāti Kahu ahau). I am very excited to have a place on the IEDP committee as a student rep Māori. I am currently studying a Master of Educational and Developmental Psychology degree at Massey University, part time.

I am passionate about improving educational pathways and outcomes for tamariki Māori and their whānau. I have a keen interest to work in IWS in the MoE and I am also very interested in school governance practices and policies. I am currently the presiding member on my daughter's school board.

I am married and have a daughter. We live in Auckland.

I look forward to contributing all that I can while I'm on the IEDP committee and will endeavour to provide Māori voice and perspectives to committee discussions.

Ngā mihi mahana ki a koutou katoa.

# Massey University Update

by Ros Pullen

Greetings from the Massey University Educational Psychology Programme

Once again we have completed a full year of teaching and learning. Our numbers within the MEdDevPsych continue to grow. The phenomenal increase in full-time students over 3 years (from 36 in 2019 to 75 in 2021) are related to the increasing need for educational psychologists across the educational, community and social services sectors.

Congratulations to our 2021 interns who recently successfully completed their oral exams. All nine examiners were impressed by their skills, knowledge, leadership and the passion they showed towards their work. We acknowledge that 2022 has been a different and often difficult year and this has in part, created resilient, solution-focused, psychologists ready for the unexpected. In 2022 we have a group of twelve interns commencing the Internship. They are spread across the country and we look forward to working with them.

In 2022 we welcome Dr. Karen Harris, Senior Lecturer and Jilly O'Brien, Professional Clinician into the Massey EdPsych programme. Both are registered psychologists who are joining us for 2 years. They bring a superb skillset of psychology practice in education, child rights, assessment, and student voice. Karen and Jilly will contribute in different ways across our Educational Psychology programme (undergraduate through to Internship).

The Massey Educational Psychology programme now has

6 registered psychologists working in it (Roseanna Bourke, Ros Pullen, Vijaya Dharan, Nicole Mincher, Jilly O'Brien, and Karen Harris). In addition we have several senior researchers and academics (Maria Dacre, Dr. Julia Budd, Dr. Angela Ward, Prof John O'Neill) supporting either the applied research or a course within the MEdDevPsych.

We are proud to offer a bicultural, dynamic and specialised psychology experience to ensure graduates can stand tall and confident as registered psychologists to recognise and enhance the mana of those they work with.

Sadly, we farewell Sarika Rona who contributed to the MEdDev Psych and undergraduate courses, and is now leaving to work in other fields and to complete her PhD. Sarika has contributed warmly, strongly and in a mana enhancing way across the programme during her time with us.

Best wishes to everyone over the holiday period.

## Massey Research

Readers may be interested in a recent article published by a research team at Massey University.

### ***Understanding ethical drift in professional decision making: dilemmas in practice*** **(Roseanna Bourke, Ros Pullen & Nicole Mincher)**

Educational psychologists face challenging decisions around ethical dilemmas to uphold the rights of all children.

Due to finite government resources for supporting all learners, one of the roles of educational psychologists is to apply for this funding on behalf of schools and children. Tensions can emerge when unintended

ethical dilemmas arise through decisions that compromise their professional judgement.

This paper presents the findings from an exploratory study around educational psychologists' understandings and concerns around ethical dilemmas they faced within New Zealand over the past 5 years.

The study set out to explore how educational psychologists manage the ethical conflicts and inner contradictions within their work.

The findings suggest that such pressures could influence evidence-based practice in subtle ways when in the course of decision making, practitioners experienced some form of ethical drift. There is seldom one correct solution across similar situations. Although these practitioners experienced discomfort in their actions they rationalised their decisions based on external forces such as organisational demands or funding formulas. This illustrates the relational, contextual, organisational and personal influences on how and when 'ethical drift' occurs.

Free and open access is available for this article:

<https://www.tandfonline.com/doi/full/10.1080/13603116.2021.1992679>





# Victoria University Update

by Kelly D. Carrasco

At Victoria University of Wellington, the Master of Educational Psychology and Postgraduate Diploma in Educational Psychology Practice degree programmes have just wrapped up another productive year. We saw 22 interns successfully complete the requirements of the PGDipEPP this year in addition to their 1500 hours of supervised practice and will be moving to full registration as educational psychologists. We are so excited to see the great work that these psychologists will do for Aotearoa.

As you are likely aware, the internship year can be strenuous and demanding, with unique challenges and a steep learning curve that requires interns to put much of their theoretical knowledge into practice at a rapid pace. I would be remiss, however, if I did not acknowledge the particularly difficult circumstances faced by our interns placed in the Auckland and Hamilton regions.

These interns showed an admirable level of strength, perseverance, and adaptability. While the internship year may not have gone according to plan, we are confident that the invaluable skills acquired over the past few months will carry all our interns far in their future practice.

While 2021 may be (finally) coming to an end, our students are busy organising to hit the ground running in 2022. Our MEdPsych students are taking the initiative to secure supervisors and make progress on their research projects before 2022 courses formally begin. The

PGDipEPP students are registering as intern psychologists and preparing to move to their placement sites across the North and South Islands.

It is the busiest and most exciting time of the year, where we say farewell with pride to our graduates who will be moving on to new opportunities and prepare with earnest for the incoming cohort.

As a faculty, we recently welcomed a panel of educational psychologists to review our programme as part of our re-accreditation with the New Zealand Psychologists Board. This process offers a beneficial opportunity to showcase the good work we are doing in the programmes and reflect on areas where we can continue to build upon. This includes expanding our course offerings, diversifying our training opportunities, and expanding our network of placements and supervisors. It is an exciting time for our faculty, and we look forward to seeing how these plans expand the future prospects of our students.



## Book Review

By Robyn Stead

### Essentials of Assessment Report Writing Second Edition

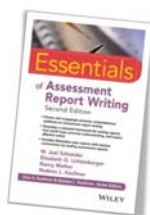
I must be completely honest and admit that I read this book during the last school break. I sat very happily on the porch relaxing and reading and thoroughly enjoying myself. Some people might think that this is odd behaviour but I'm quite sure there are plenty of other educational psychologists out there who will fully understand once they too get their hands on this book – which I am thoroughly recommending.

Report writing is something that educational psychologists spend a great deal of time on. I have been on a personal mission to improve the quality of my reports and make sure they are understood by the students, parents, and teachers I'm mostly writing them for.

This book has many fantastic ideas about how to author a readable report in a way that is easy and time efficient for the writer. It ranges from technical advice about utilising the timesaving options built into many word processing software packages, (if you don't know about Quick Parts you should find out) to classic style.

There is also advice, which I have taken to heart, about the difference between the way many of us have been trained to write using a formal, academic style and the way in which these reports, which are not for an academic audience, should be written. In some ways I found that reading this book has given me the permission to write in a more direct manner. Anyone else find themselves referring to themselves in the third person as in, the psychologist noticed, or reporting what someone has said very literally as John said he fell

and banged his head and he reported there was no concussion? Doesn't it seem much more approachable and easier to write, *while I was with John, I noticed that...*, or *John fell and banged his head but fortunately did not suffer a concussion*. In terms of being easy to read less formality and clear communication is more important than the conventions of academic writing.



The book is written for an audience who is undertaking formal or psychometric assessment but the points the authors are making are relevant even if you never use psychometrics. The chapters are organised such that you can dip in and out of sections to find the information you need rather than needing to read the entire book. Information on how to describe behaviour observations and methods of presenting tables or ensuring the sense of the individual is captured in the report rather than just a dry recount of results are all given their own section making it a useful text to refer back to as needed.

No matter what your workplace, communicating in a written form that is clear and easily understood by all involved in the situation is a high priority and worth spending some time considering. This book is a good place to start.

#### Product Details

Publisher: Wiley  
Published: 27<sup>th</sup> Dec. 2017  
Edition: 2nd  
Pages: 400  
ISBN: 9781119218685

## PODCAST PD

by Jo Orchard

There are great podcasts that we can use for our own professional learning. Sometimes, I find things that can also be useful for teachers, SENCO, parents, whānau and other people working with children and young people. **ADDitude** is a trusted online network of resources for families and adults living with ADHD and related conditions, and for the professionals who work with them.

There are numerous podcasts and webinars available to download on the site. They are about 60 minutes long. One session that caught my attention this year was

### [“Ready, Set, Pivot: How to Prepare Your Kids \(and Yourself\) for an Unfamiliar School Year”](#)

Presented by Dr. Sharon Saline

This podcast explains how to support neuro-diverse children and young people cope with interrupted schooling and home based learning caused by the pandemic.

Another podcast from this site which I found interesting was

### [“Shedding Labels, Shedding Shame: How to Unlock Powerful ADHD Accommodations with Acceptance”](#)

Presented by Tom Bergeron

Tom describes how modifications and accommodations can create stigma, especially for older students. And, how to prevent this by being careful about the language we use, openly embracing difference, making alternatives available and acceptable for all students.

Although centred around the American education system there are many similarities and suggestions that are applicable to the New Zealand context.

For more New Zealand based information on ADHD, the Ministry of Education has developed a guide which can be accessed on the TKI Inclusive site:

[Guide to ADHD and Learning](#)