

Education Scope Competencies: Questions to prompt reflection on competencies and identify areas to focus on during self-reflection. Questions can lead to learning objectives and actions.



Competency: Discipline, Knowledge, Theoretical Foundation and Research

Reflective Questions	Learning Objective	Action
<p>How do I ensure I understand and represent the lived experience of the learners I work with?</p>	<p>Investigate whether the work I do is representative of the lived experience of the learners I work with.</p> <p>Broaden my skills and methods of gaining child/whānau voice.</p> <p>Include and support learners to express their views in meetings.</p> <p>Further develop my knowledge of interview techniques.</p> <p>Find more creative ways to engage learners to gain their voice</p> <p>Further my knowledge of and ability to respond to developmental levels.</p>	<ul style="list-style-type: none"> • Seek out supervision from within the community I am working with. Network to ensure the right contacts are made and practice manaakitanga; how can I reciprocate/compensate in return? • Develop methods of asking for feedback that suit my community. (Text, instant messaging, hui, etc) • Ask for feedback from learners. • Develop systems that support the meaningful inclusion of learners in meetings. • Trial an approach, reflect and review efficacy. • Seek out and read indigenous and western literature to help me further my understanding of any of the learning objectives. • Add an art activity or a game to my final meetings to trial whether this makes a difference to feedback provided. • Discuss my questions with colleagues.
<p>What does evidence-based practice look like in my work? Are there areas I would like to improve in this area?</p>	<p>Learn more about the evidence-based practice used in my work setting.</p>	<ul style="list-style-type: none"> • Ask at my group supervision meeting what evidence-based practices my team are using. • Discuss my evidence-based practice with my supervisor and ask for feedback about areas I could further develop. • Attend professional development in a specific area of evidence-based practice.

<p>How do I practice within a systematic problem solving/solution building framework? Are there times when this approach conflicts with my work and how do I navigate this.</p>	<p>Identify some specific situations when I noticed there was a conflict with a systematic, problem solving/solution building framework and the expectations of my work setting.</p> <p>Develop some criteria that provide indicators to the extent that I am practicing within and systematic, problem solving, solution building framework.</p>	<ul style="list-style-type: none"> • Develop a range of practical solutions or alternative ways of approaching these situations. Discuss with my supervisor or colleagues from my work settings. • Read literature on managing conflicts and create a list of suitable strategies. • Read literature that focuses on this way of working. • Write a list of indicators and discuss with my supervisor.
<p>How do I respond to culturally conflicting ethical expectations?</p>	<p>Gain knowledge of bicultural ethical considerations relevant to Aotearoa New Zealand</p>	<ul style="list-style-type: none"> • Network with colleagues and community leaders (e.g., kaumātua) to gain an understanding of what is ethically appropriate to different ethnic communities (i.e., individualist vs collectivist cultures). • Seek experience and knowledge around tikanga Māori such as hui processes • Discuss ethical clashes with colleagues and supervisors to try and bridge any differences.
<p>What eco-systemic approaches do I need to know about to keep my knowledge of practice up to date?</p>	<p>Learn about current approaches, such as Routines Based Intervention.</p> <p>Seek approaches relevant to our bicultural context</p>	<ul style="list-style-type: none"> • Participate in an interest group for a new approach I'm interested in learning about. • Create an interest group for a new approach I'm interested in learning about. • Add some Māori approaches to my kete (e.g., the Meihana model)
<p>What are new developments in education – i.e., updates to policies and regulations, and how are these impacting on education facilities?</p>	<p>Read updated policy such as Guidelines for Schools about Managing Challenging Behaviour, Covid -19 related procedures such as mandated vaccines.</p> <p>Investigate the changes in the curriculum frameworks</p>	<ul style="list-style-type: none"> • Contribute to staff meetings to develop procedures to respond to these updates. • Develop my own set of procedures to apply the new guidelines (personal behaviour).
<p>Are there any new paradigms, models, frameworks, theories I would like to add to my kete or understanding of EP - educational, developmental, learning and teaching theories (including their strengths and limitations). Behaviour, social-emotional, trauma?</p>	<p>Select a paradigm, model, framework, theory (behaviour, learning, trauma, social emotional or other, including perspectives of kaupapa Māori, Pasifika, etc.) to develop further understanding of.</p>	<ul style="list-style-type: none"> • Identify someone who is expert or more skilled than I am in this area and set up a supervision session. • Look for and participate in professional development in this domain. • Engage with the literature in this area.

<p>What is my knowledge of all the curriculum relevant to NZ context, Te Whariki, NZC, Te Aho Arataki Marau mō te Ako i Te Reo Māori, Te Whāriki a te Kōhanga Reo?</p>	<p>Investigate the forecast changes in the curriculum frameworks. Learn about the curriculums relevant to the New Zealand setting. Learn why and how the curriculums have developed.</p>	<ul style="list-style-type: none"> • Read the curriculum documents. • Include relevant information from them in my case work. • Discuss with a colleague more skills than I am in this area how they see these documents being relevant.
<p>Competency: Diversity, Culture, and the Treaty of Waitangi</p>		
<p>Reflective Questions</p>	<p>Learning Objective</p>	<p>Action</p>
<p>Do I separate te Tiriti o Waitangi obligations from the importance of multi-cultural considerations?</p>	<ul style="list-style-type: none"> • To maintain the focus on te Tiriti o Waitangi obligations to enact treaty principles. • Acknowledge the importance of culture, separate to te Tiriti obligations 	<ul style="list-style-type: none"> • Build relationships with Māori colleagues, Māori community leaders, and anyone with relevant experience and knowledge, to provide support in operationalising te Tiriti in my practice • Attend PD workshops that promote and explore how to bring treaty principles into effect • Network with colleagues and community leaders who can support me in catering for the needs of the diverse cultural communities across Aotearoa New Zealand
<p>What is my understanding of culturally responsive assessment? What models do I use, or could I aim to add to my kete that have a te ao Māori worldview?</p> <p>How do I ensure my recommendations are inclusive and honour diversity?</p> <p>As a supervisor how do I support bicultural practice?</p> <p>When discussing inclusive classrooms with educators what are my priorities, and do I need to broaden these? If so what and how?</p>	<p>Expand my understanding of and ability to implement culturally responsive assessment.</p>	<ul style="list-style-type: none"> • Identify a range of culturally responsive models. • Use one or more culturally responsive model in my casework. • Review my use of this model with a supervisor or cultural advisor. • Ask the participants in my casework to provide feedback about the extent to which I was able to provide culturally responsive assessment/support. • Attend professional development in this area.
<p>How do I uphold the principles of the ToW when developing interventions?</p>	<p>How are whānau Māori involved in the development of interventions in my practice?</p>	<ul style="list-style-type: none"> • Discuss the role of an educational psychologist in relation to Treaty of Waitangi/Te Tiriti o Waitangi principles with my peer supervision group.

<p>Do I understand the limitations of current educational processes and how they might impact diverse communities?</p>	<p>Ensure that Treaty of Waitangi/Te Tiriti o Waitangi principles are a part of my daily work.</p> <p>Develop my understanding of my role in implementing the Treaty of Waitangi /Te Tiriti o Waitangi.</p>	<ul style="list-style-type: none"> • Read the literature on psychology and the treaty including information in the Wai 2725 Claim. • Review my case work with a view to identifying how this is reflective of treaty principles.
<p>What cultural practices do I need to learn to ensure culturally responsive interactions with the community I am working?</p> <p>Do I have enough tools/knowledge to appropriately ask whanau about their culture?</p> <p>Have I sufficiently reflected upon the educational psychology models I use and the limitations that might have for the whanau I work with?</p>	<p>Apply learning from noho marae and knowledge of tikanga into my practice.</p> <p>Integrate understandings of taha wairua in my work.</p>	<ul style="list-style-type: none"> • Learn karakia suitable for opening and closing meetings and for blessing food. • Don't assume all Māori are engaged in Māori culture; ask "How would you like to start the meeting? Would we like to start with a karakia?" If yes, then offer participants to use their own if desired. • Discuss with a cultural advisor when I would use karakia and which ones may be most suitable for my setting. • Identify reflective questions my supervisor can use so I explore this in supervision in at least 2 cases. • Go through a Cultural Audit Cycle (Jill Bevan Brown) to review practice and identify next steps personally and as a workplace. • Review Cultural Poutama (Sonja Macfarlane) identify current understanding and skill and next steps.

Competency: Framing, Measuring, Planning: Assessment and Formulation

Reflective Questions	Learning Objective	Action
<p>The competency talks about collaboratively assess – what does this look like in my practice? Is there an area I would like to work on here?</p> <p>What are my Tiriti obligations?</p> <p>What assessment skills do I need to grow to make my assessment of individuals, and groups more collaborative?</p>	<p>Develop my understanding of collaborative assessment.</p> <p>Add to my current understanding of assessing in a collaborative way.</p>	<ul style="list-style-type: none"> • Look for journal articles in this area. • Review my recent case work with my supervisor and discuss areas I could have approached assessment in a more collaborative manner. • Ask peers how they assess collaboratively and add some new approaches to my kete.
<p>Thinking about any psychometric assessments I use how do I integrate these into my reporting? How current</p>	<p>Update my knowledge of psychometric assessment.</p>	<ul style="list-style-type: none"> • Undertake professional development in the use of psychometric assessments and engage with leaders of the communities I am working with to improve/ensure the cultural relevance of the assessments used.

<p>are they? Are there other assessments I would like to familiarise myself with?</p> <p>How current is my knowledge of psychometric testing theory/practice, and test construction and of the strengths and limitations of standardised tests?</p> <p>Are the tools I'm using culturally relevant?</p>	<p>Review the way in which I report on psychometric assessments to teachers, parents/whānau and young people.</p> <p>Ensure psychometric testing meets the ethical obligations from the perspectives of the communities being tested.</p>	<ul style="list-style-type: none"> • Read criticisms of the use of psychometric assessments in the current literature. • Contact test publishers and or NZCER to investigate whether any new assessments have been published and decide whether they are appropriate for my setting.
<p>How flexible and fine-tuned is my assessment process? Are there areas I want to challenge myself in? Do I over assess? Do I know when to stop?</p> <p>How do developmental/ experiential (e.g., trauma) / cultural / contextual factors get considered when selecting & administering assessments, interpreting & analysing and planning?</p>	<p>Ensure I make conscious decisions about assessment rather than following a pattern or routine.</p> <p>When assessing consider if more assessment will add value.</p>	<ul style="list-style-type: none"> • Review my case notes and consider whether there may have been alternatives I could have selected at times. • Discuss my assessment work with my supervisor. • Discuss a case with my peer supervision group and ask for their input around whether I have fully met the goals of my assessment. • Discuss with case participants their perspective on whether the goals of assessment have been met; using culturally safe practices to help negate the effects of authority and perceived power imbalance. • Re read developmental psych literature. Create a reading/reference list to consult. • Discuss with my supervisor the extent to which my assessment considers developmental factors • Seek out cultural supervision. Network to ensure the right cultural supervision is being obtained.
<p>Thinking about observation as an assessment tool how well do I use this, how useful are they, am I efficient in their use, what is my purpose for doing them?</p>	<p>Consider ways to hone observation skills to ensure the purpose is clear.</p>	<ul style="list-style-type: none"> • In supervision critically evaluate the purpose of and approach to observation used in my casework. • Challenge my present approach to trial something different <p>Reflect on trial and review approach.</p>

<p>What is my understanding of assessment practices used by other disciplines e.g., SLT, OT, teachers, RTLB?</p>	<p>Broaden my knowledge of assessment undertaken by other disciplines that commonly interact with educational psychology.</p>	<ul style="list-style-type: none"> • Ask to meet with a professional from a different discipline and discuss the kinds of assessments used. • Create a list of assessments encountered commonly in my work and add notes about how and why these are used and interpreted for reference during my case work. • Look into the literature that provides information about other kinds of assessment. Te Kete Ipirangi, Ministry of Education, among others.
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Competency: Intervention

Reflective Questions	Learning Objective	Action
<p>How do I critically evaluate the interventions I implement?</p> <p>How do I measure intervention effectiveness?</p> <p>How do I modify intervention as needed?</p> <p>How do I know the interventions I use are based on my assessment?</p>	<p>Ensure that I critically evaluate my interventions routinely.</p> <p>Implement systems that help me to ensure outcomes are achieving what we are expecting.</p>	<ul style="list-style-type: none"> • Check literature • Gather outcome data. • Add in a monitoring of intervention phase to my case work process so I can adjust interventions as needed.
<p>How bespoke are the interventions and recommendations I use?</p> <p>Am I starting to fallback on the familiar rather than add to my kete?</p> <p>Do I need to add to my kete of intervention approaches?</p> <p>Are the interventions I use relevant to my work setting? How do I ensure treatment fidelity & social validity?</p>	<p>Investigate alternatives to the selected interventions.</p>	<ul style="list-style-type: none"> • Review 10 of my recent case files and check for repetition of intervention. • Talk to a range of colleagues and identify some areas that I can develop in new intervention • Ensure Māori are partnered in development and reflective processes • Investigate alternatives to the selected interventions.

<p>What are some of the evidence-based programmes that schools and RTLB are delivering?</p> <p>Do I understand how the interventions I use fit within the education facilities existing systemic intervention initiatives?</p>	<p>Learn about different programmes by participating in PD. Engage with the He Pikorua review section. Familiarising self with the review section of the He Pikorua section of the cycle.</p>	<ul style="list-style-type: none"> • Unpack the review section of He Pikorua and identify which aspects are currently strengths and which could be improved. • Engage in professional development related to evidence-based programmes being delivered in my setting. • Participate in an interest group. • Identify useful readings. For example, find out about lego therapy, who is using it and undertake a course in it.
<p>Are the interventions that I am using a good fit for the diversity of the community I am working in?</p>	<p>Learn more about the diverse nature of the community I am working in.</p>	<ul style="list-style-type: none"> • Review your current work in supervision and identify a community you need to learn more about and steps to do so, e.g., LGBTQ community – participate in Inside Out training.