

Framework for reflecting on social justice in Educational Psychology Services (EPSs)

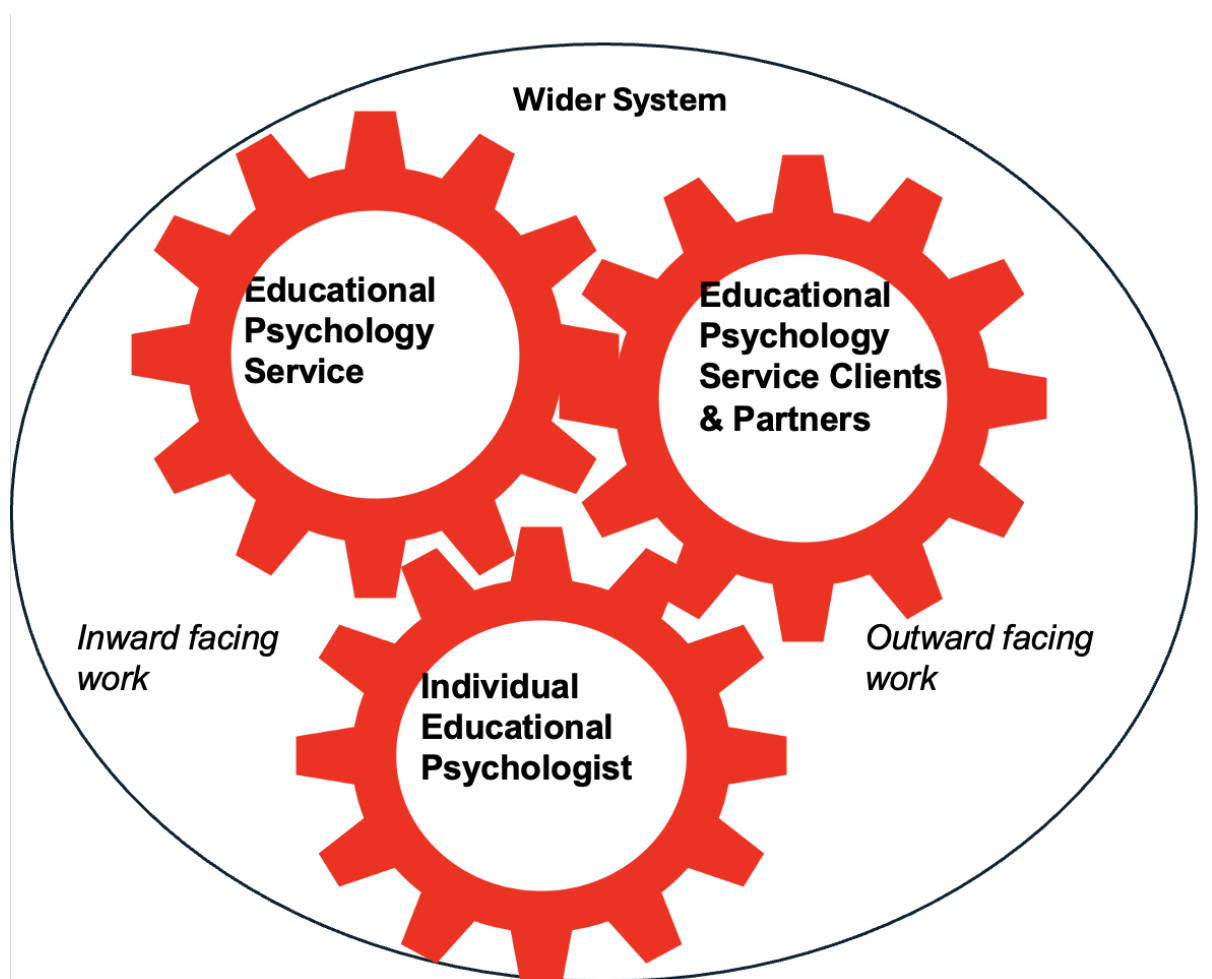
This resource was produced as part of action research commissioned by the Northwest Principal Educational Psychologist Group (NWPEP) through the University of Manchester's Doctorate in Educational and Child Psychology research commissioning process. This current version of the framework for reflecting on social justice in EPSs forms the first part of ongoing research to review and refine this reflective resource.

Definition of Social Justice

The following definition, building on previous literature, was produced as part of the action research and updated in May 2024, to provide a shared understanding of social justice in educational psychology practice. *'Social justice is, in essence, fairness. In the context of Educational Psychology, it involves striving for equity, advocacy and ensuring that each individual has what they need to access these opportunities and fulfil their ambitions. At the heart of this is respect for the individual, their experience and their wishes and feelings. Social justice is underpinned by ethical practice and professional curiosity about the experience and factors that impacted upon the individual'*.

The framework

The framework spans different levels of an EPS and draw on the knowledge of Principal and Senior EPs who participated in the action research as well as existing standards and guidance (see Appendix 1). The terms inward and outward facing refer to client facing work and inward facing team or individual development work (see Kuria & Kelly, 2023).



Guidance

It is suggested that this resource is utilised in the following way, although services are free to apply it in the way that will best meet their particular needs.

- Identify a member/ members of EPS leadership who will take on the role of championing Social Justice within the team.
- It is essential that team members feel that a safe space has been created to reflect on factors relating to Social Justice (see Ratheram & Kelly, 2023)
- Spend some time preparing and reflecting on good practice to date. The attached presentation has some prompt questions which may be useful (see appendix 1).
- Spend time as a team discussing the resource and how it applies to the service. Team development days and team meetings would be a good forum for this.
- Identify priorities for service development and how this can be achieved.
- Embed processes for enacting Social Justice in the work of the service, including a schedule for monitoring and review.
- Develop connections with other EPSs and establish relationships that provide mutual support and a critical friend in the development of Social Justice practice.

Educational Psychology Service

| | | Evidence | Reflection | Action | Timescale |
|-------------------------|--|-----------------|-------------------|---------------|------------------|
| Communication | EPS has a values statement which includes a commitment to promoting social justice | | | | |
| | The composition of the team including background and demographic characteristics is documented | | | | |
| | Social justice principles are present throughout all aspects of the work of the EPS | | | | |
| | EPS has policies in place on culturally responsive practice, anti racist practice and anti discriminatory practice | | | | |
| Policies and Procedures | There is a policy in place for the use of interpreters | | | | |
| | Social justice principles are evident throughout all of the policies of the EPS | | | | |
| | Policies are regularly reviewed and informed by ongoing discussions within the team | | | | |
| | Discussions are regularly held within the team on the appropriateness of a range of assessment tools with culturally and socially diverse groups | | | | |
| | Quality assurance processes include consideration of how social justice is being enacted | | | | |

| | | | | | |
|----------------------------|---|--|--|--|--|
| | The EPS supports research and projects that promote social justice | | | | |
| | A safe space exists for team members to share experiences, explore differences and positionality | | | | |
| | Reflection on aspects of privilege is supported by EPS leadership | | | | |
| Reflection across the team | Tools such as Social GRRRAACCEESSS (Burnham, 2011) are used to explore positionality and identify unconscious bias | | | | |
| | Issues around power imbalance are acknowledged, explored and discussions held on how these can be addressed | | | | |
| | Responsibility for raising awareness of the issues faced by diverse groups are not the sole responsibility of staff members from those groups | | | | |
| | Regular consideration is given to the factors that lead to underachievement, disaffection, social exclusion and intersectionality | | | | |
| | Regular consideration is given to the psychological models of the influence on child development of different family structures, processes, communities and context | | | | |
| | Regular consideration is given to the appropriateness of different assessment tools for particular groups, including standardised assessment | | | | |
| | Opportunities are created and utilized for peer supervision which focuses on promoting social justice in particular cases or with particular groups | | | | |
| | Referrals to the EPS and outcomes are monitored and compared with census data to ensure equitable access to resources | | | | |
| | Census data is monitored to maintain an up to date knowledge of culturally and socially diverse groups within the LA | | | | |

| | | | | | |
|------|---|--|--|--|--|
| Data | EPS has access to and uses data on school exclusion and SEND to identify any patterns or trends relating to particular groups | | | | |
|------|---|--|--|--|--|

Educational Psychology Service Work With Clients and Partners

| | | Evidence | Reflection | Action | Timescale |
|---|---|-----------------|-------------------|---------------|------------------|
| Systemic SJ Support | EPS provides training to schools and other partners, sharing knowledge of psychology and factors relating to social justice | | | | |
| | EPS provides support to other professionals to identify their own biases and raise awareness of social justice via mentoring or workshops | | | | |
| | EPs model anti discriminatory and culturally responsive practice in multi-agency working | | | | |
| | The promotion of social justice principles is included in Service Level Agreements for traded work | | | | |
| Work with children, young people and families | EPS has up to date information on services/third sector organisations within the LA where families or individuals can be referred for appropriate support | | | | |
| | Resources for assessment, engagement, information and intervention are appropriate for culturally, linguistically and socially diverse service user | | | | |
| | EPs remove barriers to involvement and the voices of service users are heard, using interpreters if necessary | | | | |
| | EPs work collaboratively with families and community | | | | |

| | | | | | |
|---------------------|---|--|--|--|--|
| | groups to ensure a holistic approach to working with culturally and socially diverse populations | | | | |
| Links to other EPSs | The EPS participates in networks of other services who are promoting social justice and who act as a critical friend for each other in developing practice that promotes social justice | | | | |

Individual Educational Psychologist

| | | Evidence | Reflection | Action | Timescale |
|-------------------------------------|--|-----------------|-------------------|---------------|------------------|
| Supervision | EPs are supported to explore their own experiences and identity and how these influence assessment and formulation | | | | |
| | Tools such as Social GRRRAACCEESSS (Burnham, 2011) are used to explore positionality and identify unconscious bias | | | | |
| | There is evidence that EPs challenge discriminatory practice, racism and stereotypes in the course of their work | | | | |
| | EPs demonstrate ethical practice in the selection of assessment tools, collection of information, hypothesis testing and formulation, including an awareness of the impact of individual characteristics and context | | | | |
| | Individual EPs are proactive in identifying their training needs in relation to social justice | | | | |
| Continuing Professional Development | EPs are supported to attend training that develops awareness of practice the promotes social justice | | | | |
| | EPs demonstrate appropriate verbal and | | | | |

| | | | | | |
|---------------|---|--|--|--|--|
| | non-verbal skills in communicating advice, information and professional opinion | | | | |
| Communication | EPs are proactive in addressing any power imbalance | | | | |

Wider System

| | | Evidence | Reflection | Action | Timescale |
|--|---|----------|------------|--------|-----------|
| Policies and procedures of the Local Authority | EPS leadership play an active role in instigating and shaping the policies and procedures of the LA which promote social justice | | | | |
| | EPS leadership play an active role in monitoring and reviewing the effectiveness of the policies and procedures of the LA | | | | |
| | EPS leadership advocates at the top of the LA for practice that promotes social justice | | | | |
| | EPS leadership advocates at the highest level of the LA for marginalised groups to challenge biased beliefs and discriminatory practice | | | | |
| | EPS leadership shares good practice in promoting social justice across the LA | | | | |
| Training | EPS provides support across the LA at a systems level, including training which ensures support for all individuals and promotes social justice | | | | |

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Enacting Social Justice in Educational Psychology Services

Catherine Kelly
Alison Brown



NAPEP Annual Course 2024
17 May 2024 • Northampton Town Centre Hotel by AccorHotels



Aims

To share thoughts on why we should consider how social justice is enacted in educational psychology services

To share findings and a reflective resource* produced in action research with PEPs/ SEPs

To hear from one service how they have used the resource

To make some plans to further enact social justice within your services

*Clay, J. & Kelly, C. (2024) *Social Justice in EPs: A reflective resource*

Some definitions

- Social justice is, in essence fairness. In the context of Educational Psychology it involves striving for equality of opportunity, advocacy and ensuring that each individual has what they need to access these opportunities and fulfil their ambitions. At the heart of this is respect for the individual, their experience and their wishes and feelings. Social justice is underpinned by ethical practice and professional curiosity about the experience and factors that impacted upon the individual (Clay & Kelly, submitted).
- Social justice is enacted through culturally responsive professional practice (Garcia-Vazquez et al., 2020 p. 210).

Culture

British Psychological Society's (BPS) practice guidelines "Working with cultural difference" (BPS, 2017; p.32-34).

The Health and Care Professions Council's (HCPC, 2023) standards of proficiency (SoPs) for practitioner psychologists



HCPC SoPs (2023)

5.1 respond appropriately to the needs of all different groups and individuals in practice, recognising this can be affected by difference of any kind including, but not limited to, **protected characteristics**, **intersectional experiences** and **cultural** differences

5.8 understand the impact of differences of any kind, including, but not limited to, the **protected characteristics**, **intersectional experiences** and **cultural** differences, on psychological wellbeing or behaviour including how these differences may result in **experiences of marginalisation**

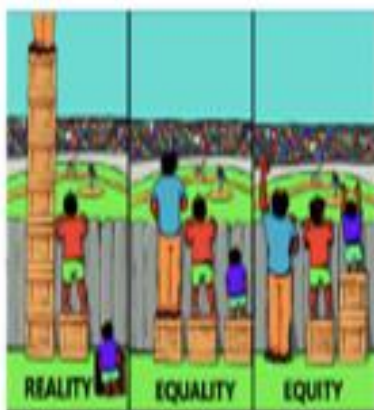


Figure 1. Distribution of resources reality, equality, equity, justice. <https://www.psygloss.com/2018/01/01/equality-equity-and-justice.html>

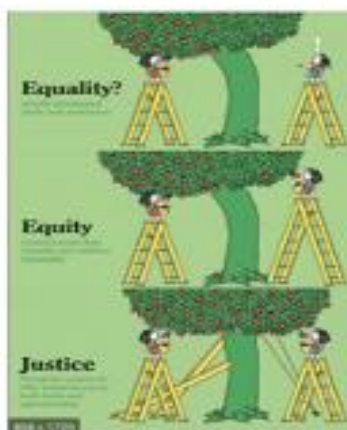


Figure 2. Equality, equity, justice. Source: <https://www.healthcareequity.com/equality-equity-justice/>

10 Relational & Restorative Principles

(sources: restorative pioneers, elders, authors and everyday practitioners)

- Relationships really matter
- Difference is an asset
- Be curious rather than judgmental
- Be collaborative rather than competitive
- Be both supportive and challenging
- Be responsible for what's yours
- Enable and allow others to be responsible for what's theirs
- Listen more to understand rather than to respond
- Ask more than tell
- Be kind

Ground rules for discussions. With thanks to Dr Terence Bevington

Discuss - groups of 3
Take a turn each for each question. Listen without interruption
7 minutes

What do you value about how your service develops understandings of culture, intersectionality and culturally responsive EP practice? (1 min each)

What value do you bring to your service's work on culture, intersectionality and culturally responsive EP practice? (1 min each)

Action research with PEPs and SEPs

- This research, commissioned by North West PEP group sought to explore how the enactment of social justice can be supported within educational psychology services.
- 4 Principal EPs and 2 Senior EPs from 5 different North West EPSs participated.
- 5 meetings were held throughout the 2022/3 academic year, with a 6th meeting in September 2023 to review
- At the first meeting the group agreed:
 - A definition of social justice in EP practice
 - To work towards producing a resource that EPS leadership can use to evaluate where their service is in enacting social justice and identify what actions need to be taken to further develop socially just practice
 - Themes identified from the transcripts of meetings ultimately shaped what the resource would include and the process of using it.

An EPS resource to reflect on and plan for further enacting social justice

The group agreed that the resource should:



Be a continuum accessed from any point of service development in relation to enacting socially just practice



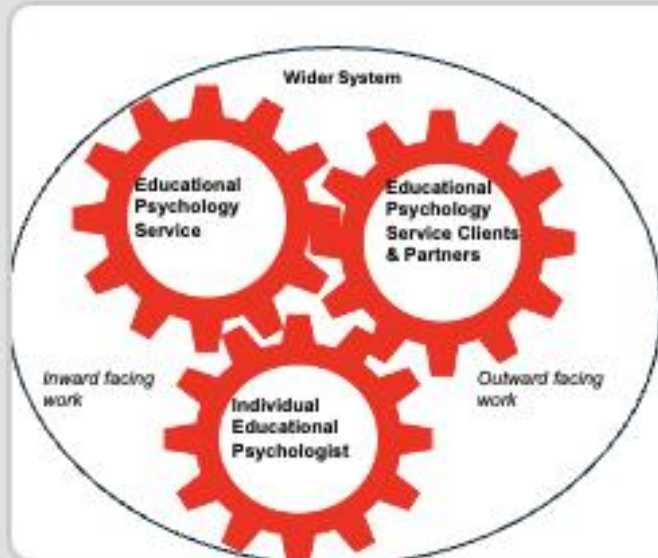
A process of consideration and reflection without an 'endpoint', facilitating an ongoing process of individual and team reflection, creating a shared understanding within a service of what social justice is, identifying how it can be enacted and embedded in practice



The process could start with a description of the team and the principles/values that guide practice within the service



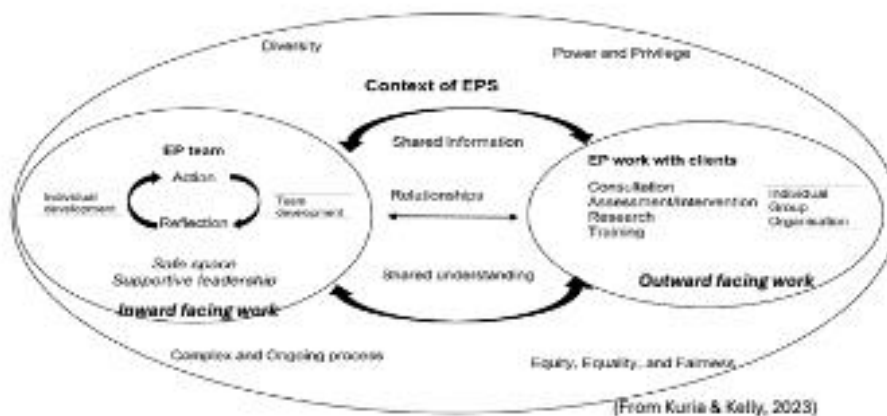
A prerequisite for authentic engagement and reflection is that individual EPs feel that the team is a safe space within which they can share their own experiences, be honest about their views or feelings and discuss any divergence of opinion, even if this may be uncomfortable



The content was also informed by:

- SoPs (HCPC, 2023)
- Code of Ethics and Conduct (BPS, 2021)
- Self-Assessment Framework for Promoting Racial Equality in Educational Psychology Services (DECP, 2023)
- Self Reflective Framework for EPs to Develop Culturally Responsive Practice (Sakata, 2024)

A model of social justice in EP services



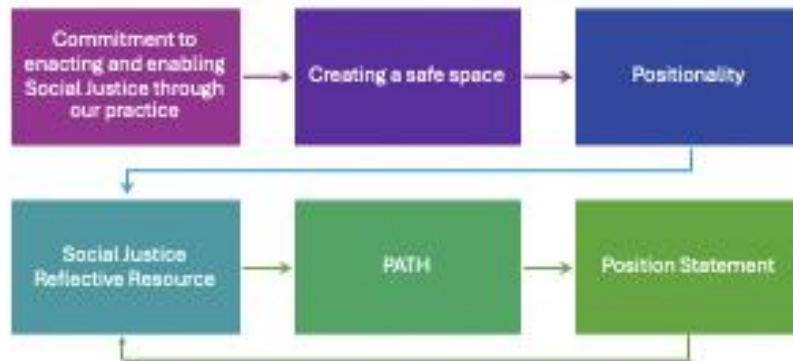
(From Kuria & Kelly, 2023)

| | | Findings | Reflexion | Action | Date, week |
|------------------------------|---|----------|-----------|--------|------------|
| Initial 100% across the team | Tools such as Social Desirability Index (Burdett, 2011) are used to explore positionality and identify unconscious bias. | | | | |
| | Focus on power imbalance are acknowledged, explored and discussions held on how these can be addressed. | | | | |
| | Responsibility for raising awareness of the issues faced by diverse groups are not the sole responsibility of staff members from those groups. | | | | |
| | Regular consideration is given to the factors that lead to underachievement, disaffection, social psychology, and intergenerationality. | | | | |
| | Regular consideration is given to the psychological models of the influence on child development of different family structures, processes, (cultural) and context. | | | | |
| | Regular consideration is given to the appropriateness of different assessment tools for particular groups, including standardised assessment. | | | | |
| | Opportunities are created and utilized for peer supervision which focuses on promoting social justice in particular cases or with particular groups. | | | | |
| | Referrals to the EPS and outcomes are monitored and compared with census data to ensure equitable access to resources. | | | | |
| | Census data is monitored to maintain an up-to-date knowledge of culturally and socially diverse groups within the LA. | | | | |
| Data | EPS has access to and uses data on school exclusion and SEND to identify any patterns or trends relating to particular groups. | | | | |

A sample of the resource...



St Helens



Discuss - groups of 3
Take a turn each for each question. Listen without interruption
7 minutes

How do you describe/
present yourself to
others?
What's shared & what
isn't?
(1 min each)

How does this vary in
different contexts or
situations
(1 min each)

Discuss - groups of 3
Take a turn each for each question. Listen without interruption
7 minutes

What needs do you
identify in your
service that advancing
socially just practice
might help to meet?
(1 min each)

What opportunities can
you identify for your
service to advance
socially just practice?
(1 min each)

Next steps for you/ your service...

What will you do

- in the next 3 days
- by the end of next term
- by this time next year
- Who will you ask to be an ally?

- To access the resource

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AEP webinar

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One definition of culture

One definition:

- The distinctive customs, values, beliefs, knowledge, art, and language of a society or a community. These values and concepts are passed on from generation to generation, and they are the basis for everyday behaviours and practices. It can also be defined as the characteristic attitudes and behaviours of a particular group within society, such as a profession, social class, or age group. (American Psychological Association (APA) dictionary)

one definition of culture in
<https://www.apa.org/dictionary/terms/culture>

