

Enacting Social Justice in Educational Psychology Services

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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. (submitted) *Social Justice in EPSs: 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

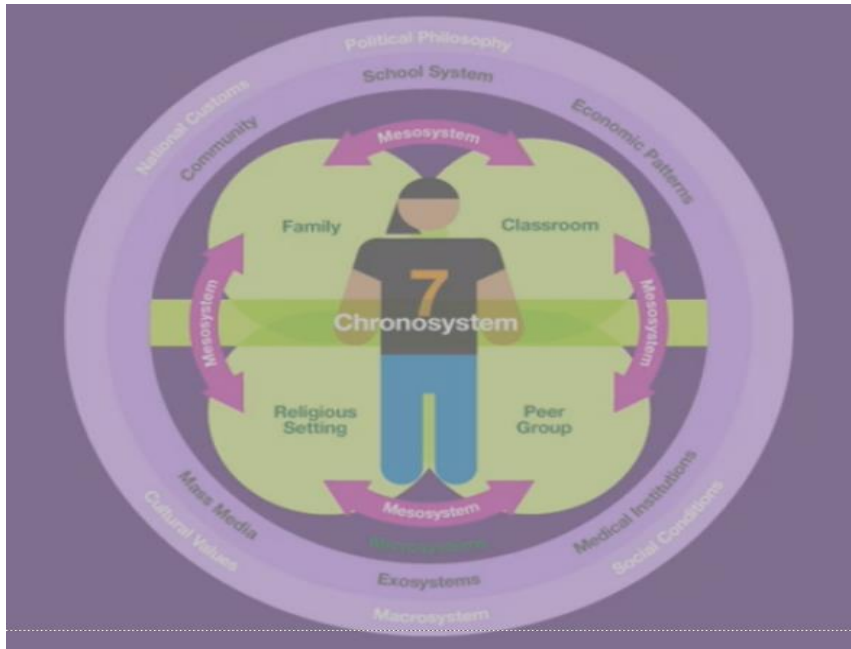
British Psychological Society's (BPS) practice guidelines "Working with cultural difference" (BPS, 2017; p.32-34).

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**



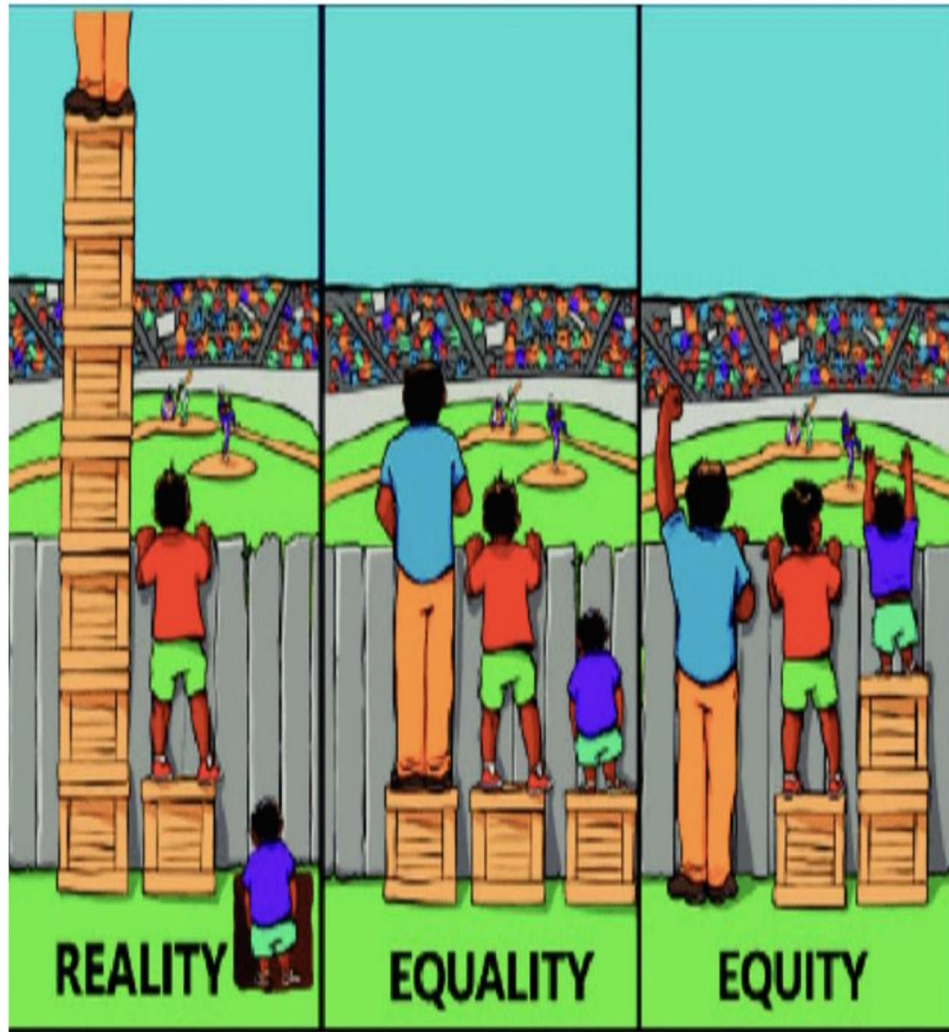


Figure 1. Distribution of resources: reality, equality, equity. Source: <https://www.philippinesbasiceducation.us/2016/02/equality-equity-and-reality.html>

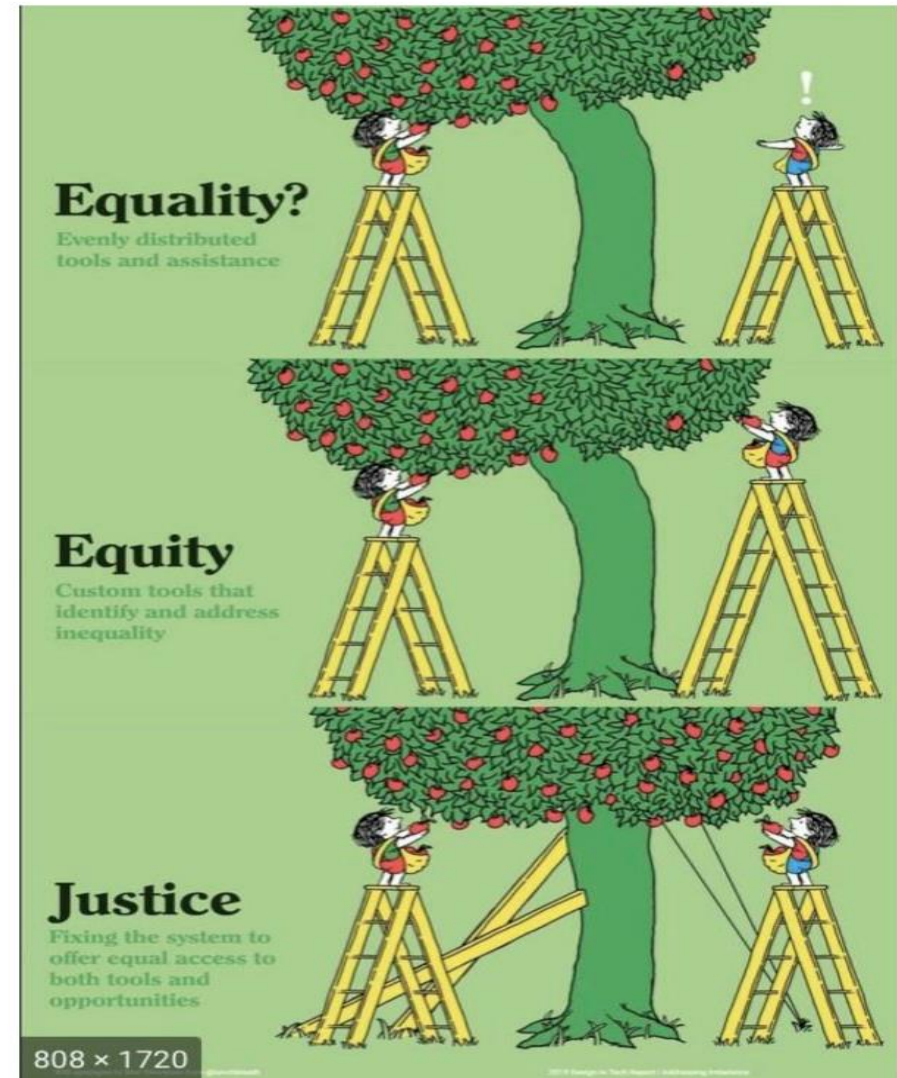


Figure 2. Equality, equity, justice. Source: <https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/>

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



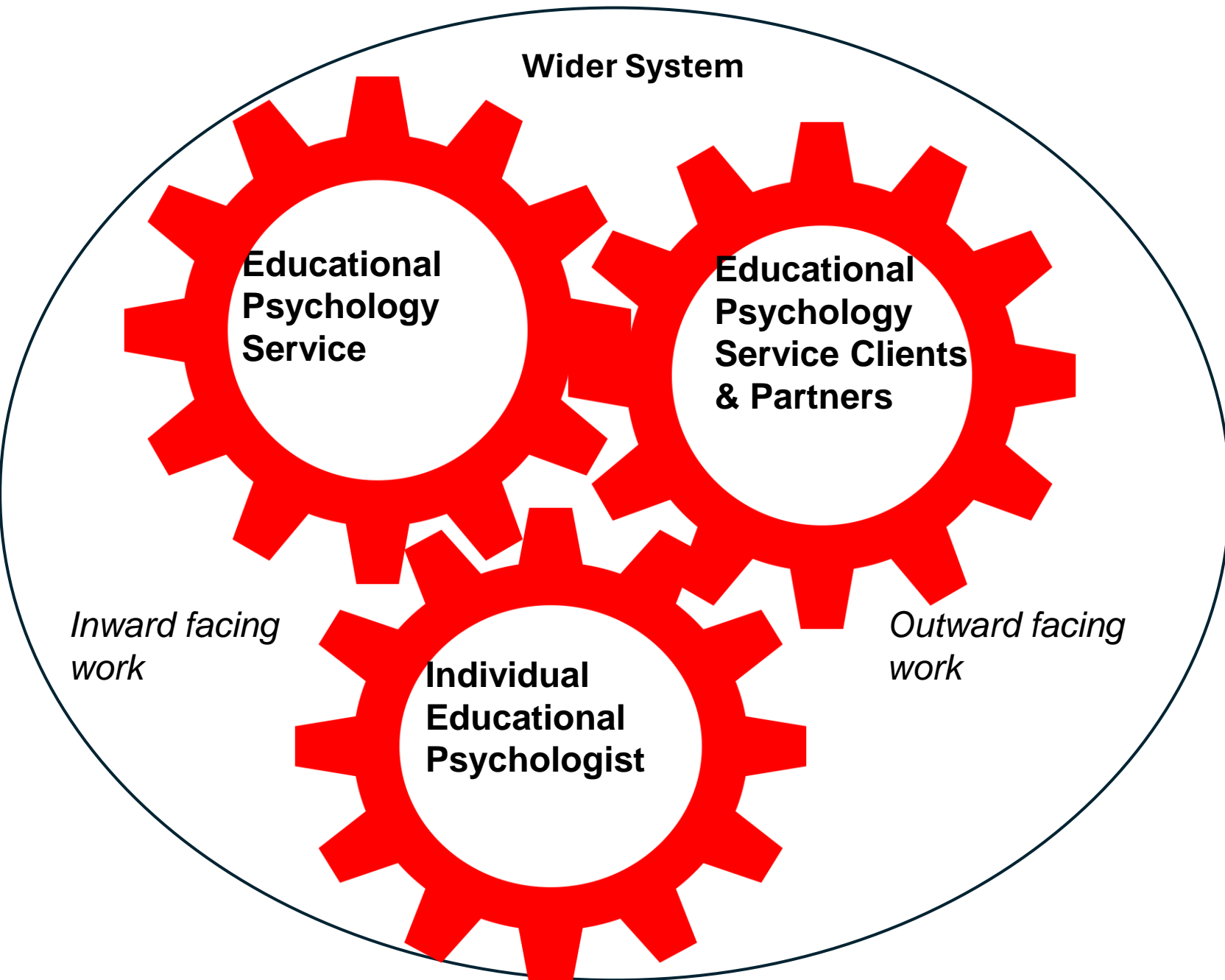
A process of consideration and reflection without an 'endpoint', facilitating an ongoing process of individual and team reflection, creating a shared understanding within a service of what social justice is, identifying how it can be enacted and embedded in practice



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



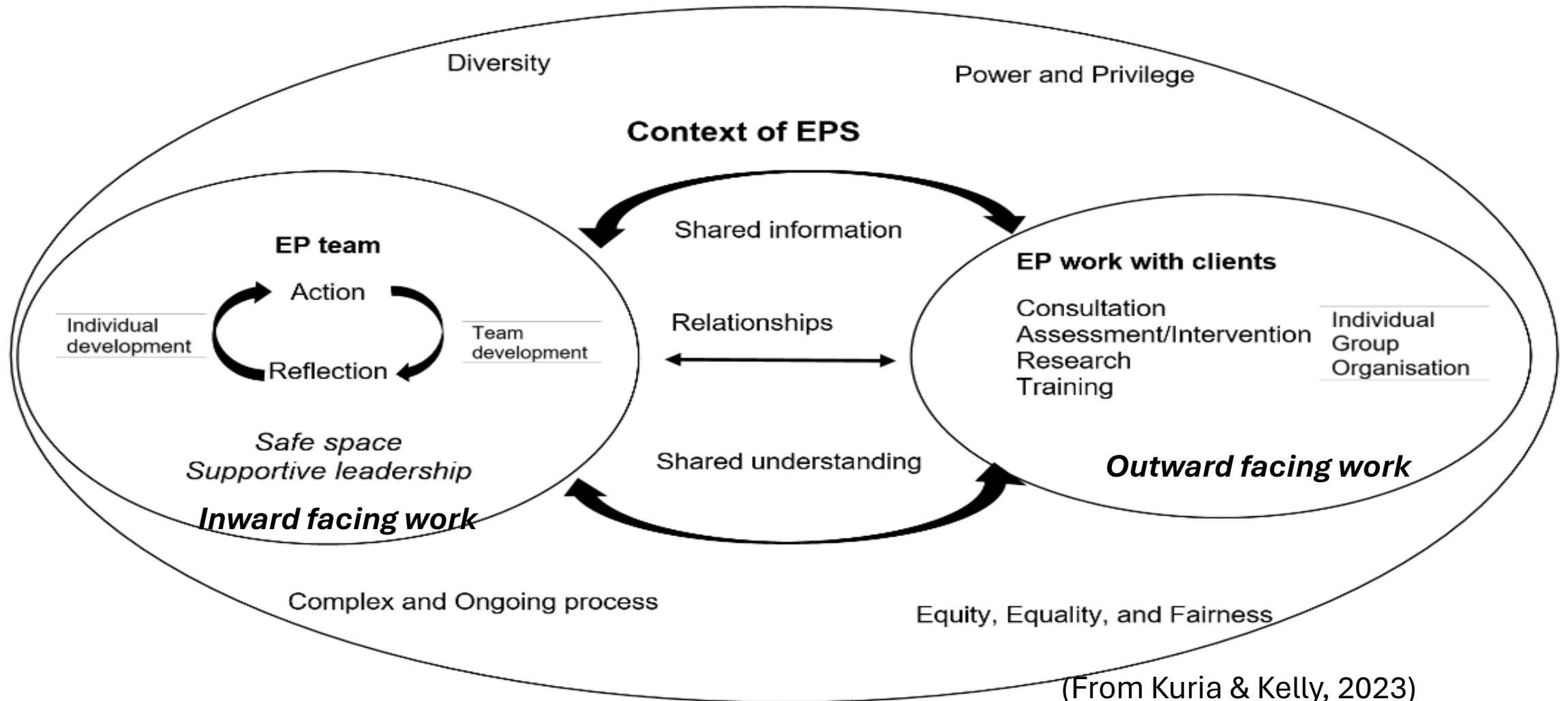
A prerequisite for authentic engagement and reflection is that individual EPs feel that the team is a safe space within which they can share their own experiences, be honest about their views or feelings and discuss any divergence of opinion, even if this may be uncomfortable



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)

		<u>Evid- ence</u>	<u>Reflec- tion</u>	Action	<u>Time- scale</u>
<u>Reflec- tion</u> across the team	Tools such as Social GRRRAACCEEESSS (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 <u>exclusion</u> and intersectionality				
	Regular consideration is given to the psychological models of the influence on child development of different family structures, processes, <u>communities</u> and context				
	Regular consideration is given to the appropriateness of different assessment tools for <u>particular groups</u> , including standardised assessment				
	Opportunities are created and utilized for peer supervision which focuses on promoting social justice in <u>particular cases or with particular groups</u>				
	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 <u>up to date</u> 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...

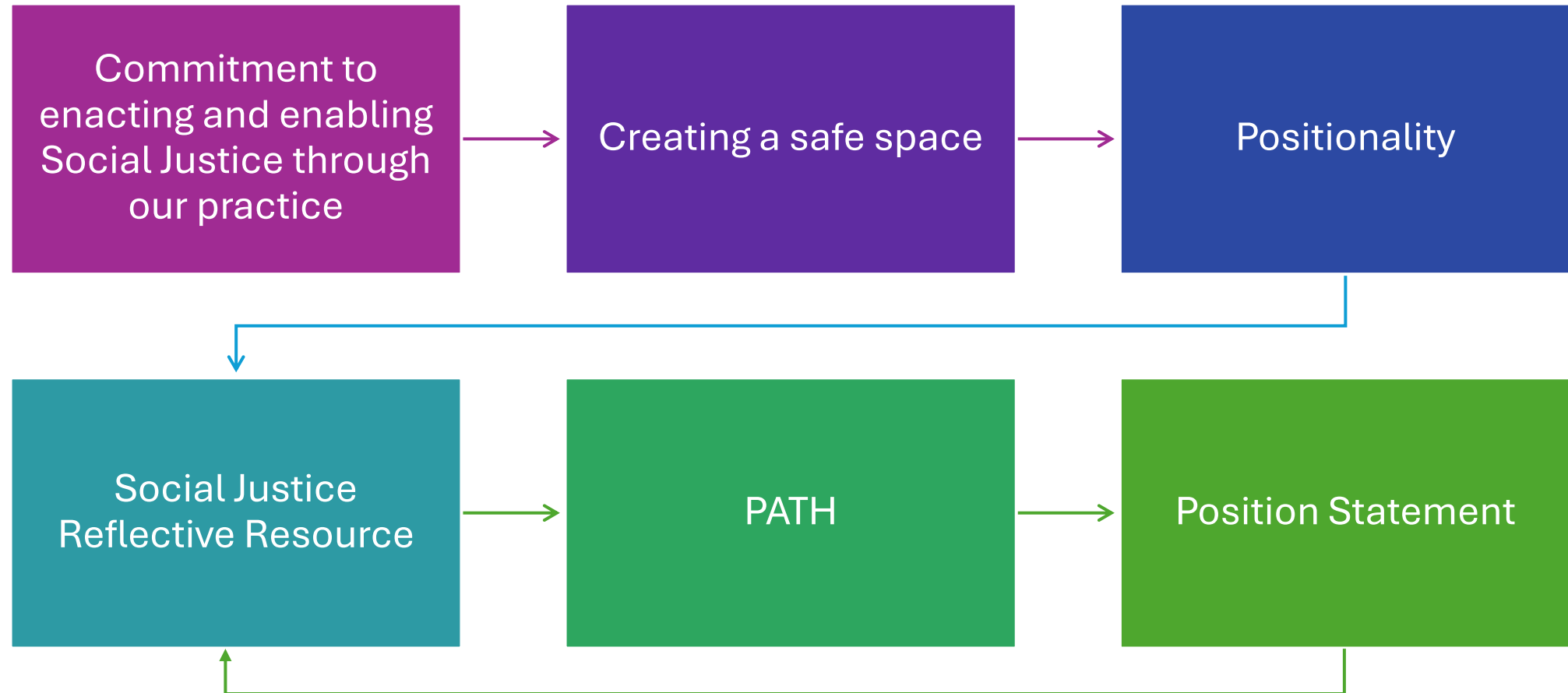


A sample of the resource...

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				



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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<https://www.napep.info>

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)

American Psychological Association (APA) dictionary. Retrieved from

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