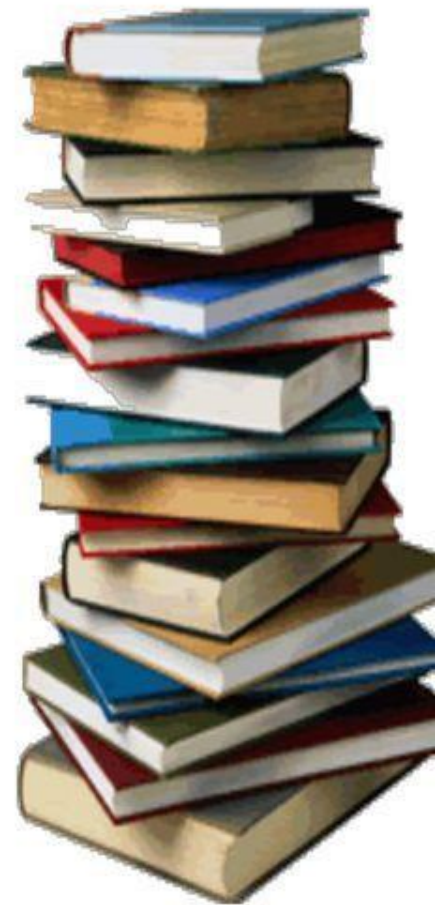


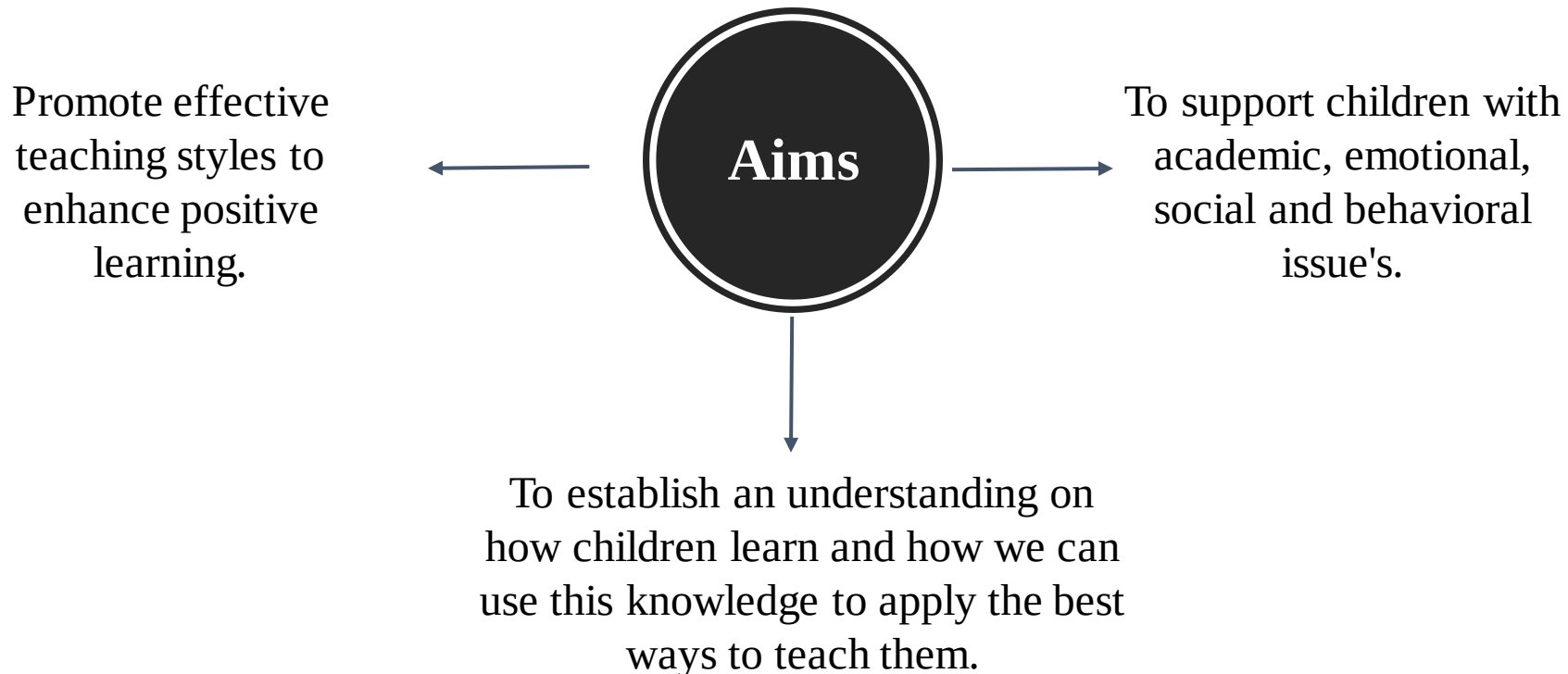
Educational Psychology



Educational Psychology

Educational Psychology is a section of psychology that focuses on human learning. It uses psychological theories and approaches to help enhance learning and well-being in children and young people.

Research In this field allows for further understanding in the differences in intelligence, cognitive development and social learning (Snowman, 1997).



Qualifications and Training

BSc Psychology – 2:1 or above

BPS Accredited Doctorate in Educational Psychology
(Gross, 2015)

Course requirements:

1 – 2 years employment or voluntary position in an educational setting.

Training structure

Year 1 – Full time academic study

Year 2 & 3 – Employment/placement as an EP assistant.
(Davey, 2011)



Professional competencies of an Educational Psychologist

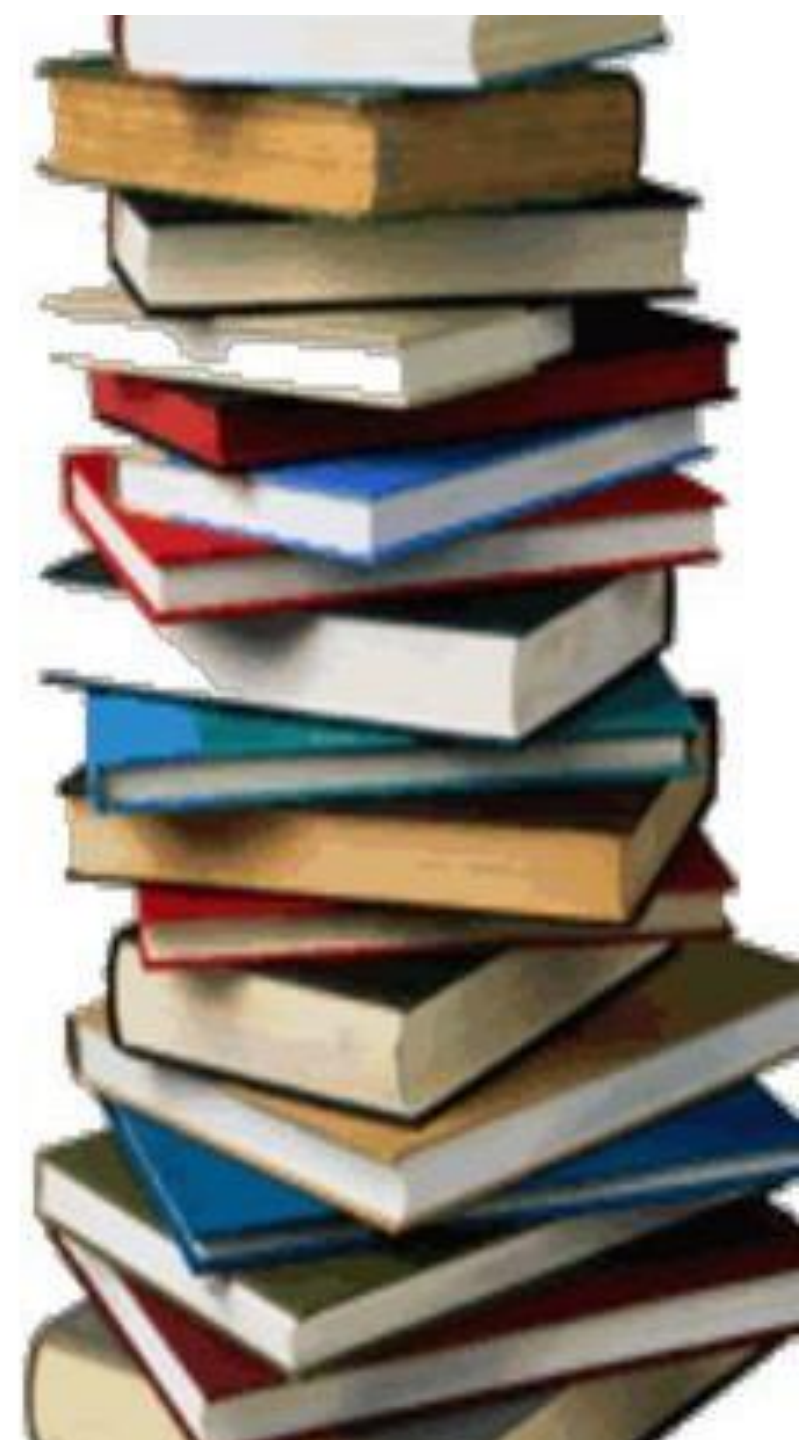
- Must act in the best interest of the child/service user.
- High standards of personal conduct at all times/professional conduct must be upheld.
- Use empirical evidence accordingly.
- Respect the child's/service users confidentiality.
- Keep professional skills up to date.
- Behave with integrity and ensure your behavior is not damaging.

(Davey, 2011)



Application

Every Child Matters Framework (ECM)	Common Assessment Framework (CAF)	Ecological Approaches
A UK Government program that provides a detailed framework of services that are available to children and families in England and Wales. It aims to develop the delivery of educational psychology services. It offers multiple support networks for communities and schools.	Used by Educational Psychologists and social services to ensure that assessment and planning are able to support children's additional needs. OFSTEAD targets – Health, safety, achievement, economic well-being. Has an emphasis on social inclusion, quality of life, emotional well-being and educational achievement.	Considers a child's social environment and influences, I.e. Family relationships, teacher-pupil relationships, peer group influences and the level of teaching. Understands the importance of a child's experiences to establish possible causes of problems when assessing and implementing intervention. (Davey, 2011)



References

Davey, G. (Ed.). (2011). *Applied Psychology*. BPS Blackwell.

Gross, R. (2010). *The Science Of Mind and Behavior* (6th ed.). London, UK: Hodder Education.

Snowman, J. (1997). Educational Psychology: What We Teach, What Should We Teach. *Educational Psychology*, 9(2), 151-169. Retrieved April 20, 2018, from <https://link.springer.com/article/10.1023/A:1024740512959>