

LET'S GET POLITICAL?

Exploring the Role of the Educational
Psychologist as a Human Rights Defender



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HOUSEKEEPING

Sensitive Topics which may be triggering

- Please feel free to leave at any point
- Please do contact either of us if you need to discuss anything from this workshop

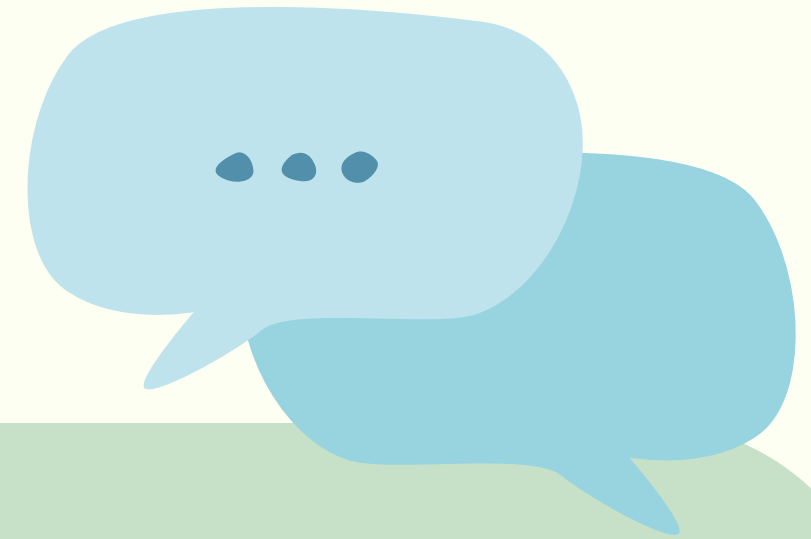
Respectful of each other

- Please do not interrupt others in discussion and be mindful of how we might impact others in this space.

Assumption that human rights do exist.

DISCUSSION

(a wee bit of solution focused thinking)



In twos and threes/chatting with the people next to you:

- Scale of 1-10; where do you see yourself in terms of being a human rights defender for the CYP/families that you work with?
- Where would you like to be?
- What would it look like to move yourself one point up the scale?
- What has led you to reflect on this?

COMING UP...

- Dissertation: Rationale, Framework and Method
- Themes from Research
- Implications for Practice



RATIONALE

- Dearth of literature in human rights despite working under UNCRC
- Main emphasis on Pupil Voice/mainstreaming and inclusion
- Lack of consensus amongst EPs
- Call for more significant involvement of EP in policy-engaged research



GAPS IN LITERATURE

1) Inclusion and Protected Characteristics

- Concern about legal obligation to support CYP who are transgender and nonbinary within UK educational settings.
- Use of Pupil Voice = performative in systems which restrict ability to form identity and where CYP experience discrimination

2) Social Justice and Ecological Systems

- Lack of focus on socio-economic status
- Link to trauma-informed practice
- EPs undecided on profession-wide commitment to concept of social justice

3) Political Engagement and Identity

- Interventions often reflect westernised, individualistic societies.
- BPS: promote inclusion and reduce inequalities



DISSERTATION FRAMEWORK:

- Conceptual Phenomenological Framework
- Principles of lived-experiences, embodiment and sense of agency
- Holistic picture of the person, focus on interactions and relationships within the world



RESEARCH QUESTIONS

1. To what extent do Educational Psychologists identify as Human Rights Defenders?
2. In what way do practitioners report their view on this as influencing and impacting their practice?

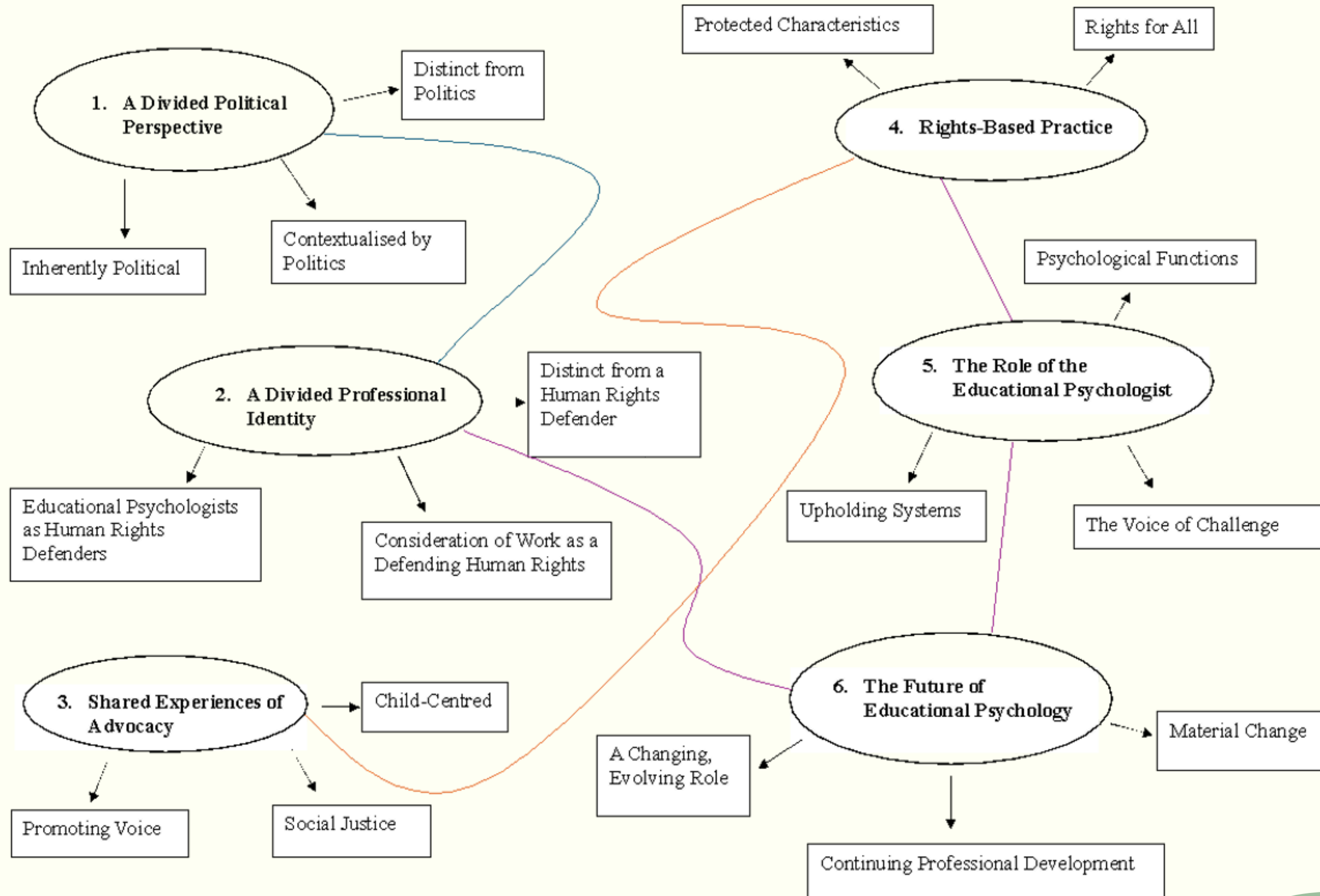


DISSERTATION METHOD:

- 32 Services were invited across Scotland
- Online Qualitative Survey
- 10 Question survey
- 36 respondents
- Thematic Analysis



THEMATIC MAP...



IMPLICATIONS FOR PRACTICE

1

Conceptualisations of Children's Rights

- Language concerning human rights
- Perceptions of 'child'

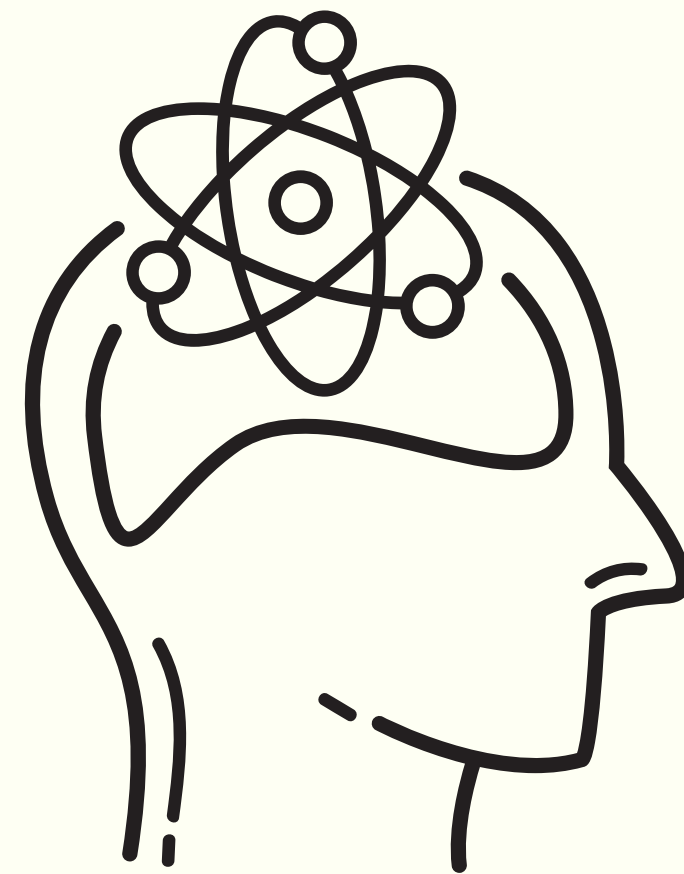


IMPLICATIONS FOR PRACTICE

2

Frameworks for Practice

- Descriptive frameworks but lack of normative frameworks.
- The Five Connections Human Rights Framework.
- Useful for implementation science



IMPLICATIONS FOR PRACTICE

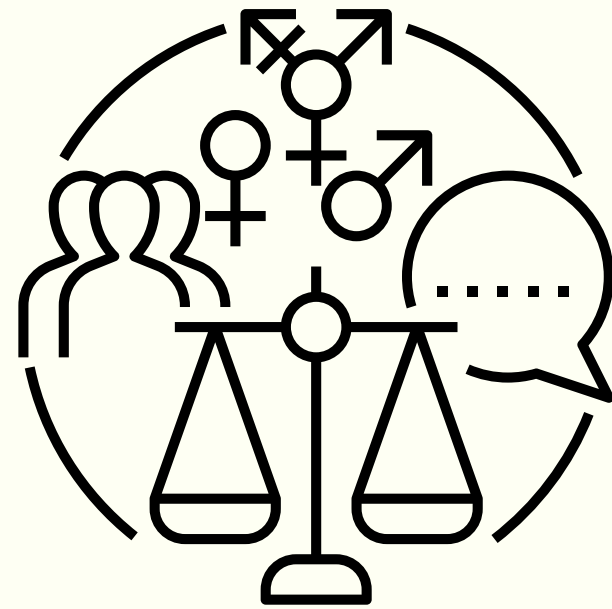
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From Identity to Action

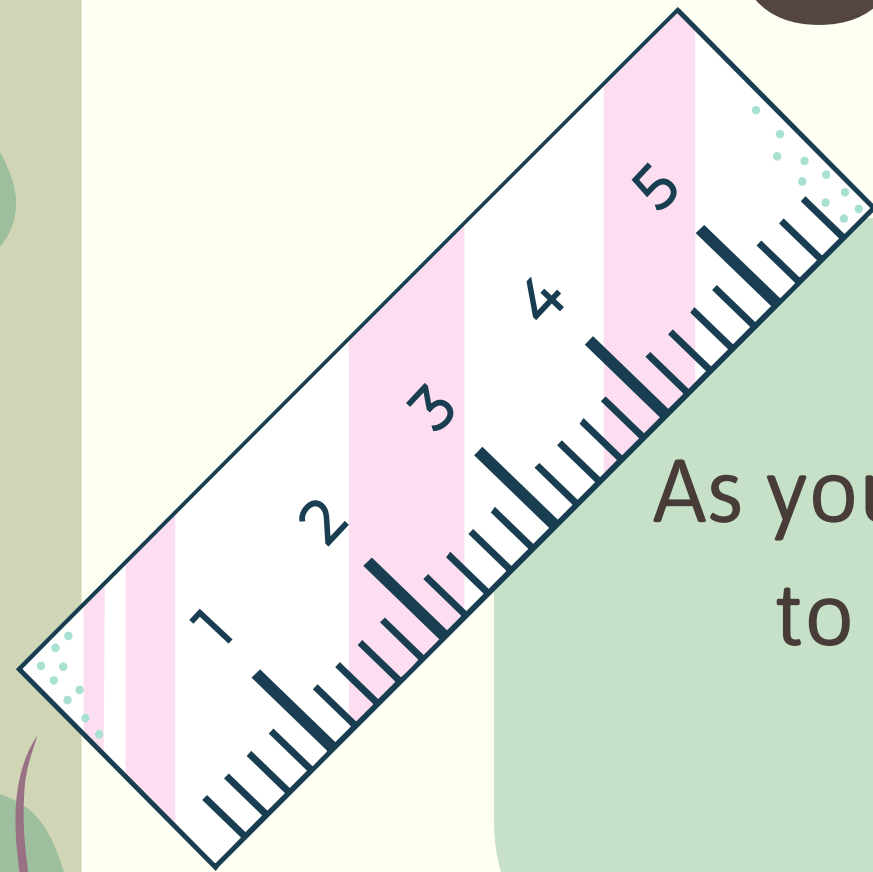
- Challenging or upholding systems?
- Facilitation of reflective practice: for example how positive psychology may restrict human rights
- Fostering services which model HRs



WHAT ENABLES? WHAT INHIBITS?



ONE LAST THING...



As you go out of the room, please place a dot on the scale as to where you feel educational psychologists should be positioning ourselves as human rights defenders?



QUESTIONS?



Thank
you!