The following table contains a Learning Plan template. It is structured around the competencies required by the Educational and Developmental registrar by the conclusion of the endorsement program. The registrars learning needs can be matched with each requirement. The supervisor and registrar can work together to identify activities necessary to develop each competency and match each activity with an anticipated outcome, which can be used to determine success. Finally, a proposed date on which the activity is anticipated to take place can be indicated.

EDUCATIONAL AND DEVELOPMENTAL REGISTRAR PROGRAM **LEARNING PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Endorsement Requirements** | | | | |
| **Requirement:** | **Learning Needs** | **Activities Proposed to do** | **Anticipated outcomes** | **Proposed dates** |
| **1) Knowledge of discipline:** | | | | |
| 1. a broad understanding of psychological theory as it pertains to how people learn and develop across the lifespan |  |  |  |  |
| 1. knowledge of relevant components of paediatrics, child psychiatry, neuropsychology, psychopharmacology, physiology, gerontology, and the behavioural and brain sciences |  |  |  |  |
| 1. understanding theories of social, emotional and cognitive development, including developmental delay and disability, giftedness and special needs |  |  |  |  |
| 1. understanding the theory and application of assessment and interventions for learning, development and lifespan psychopathology |  |  |  |  |
| 1. knowledge of theories of teaching, learning and education, and |  |  |  |  |
| 1. understanding of the psychology of family and social systems |  |  |  |  |
| **2) Ethical, legal and professional matters:** | | | | |
| 1. understanding ethical issues in various educational and community settings and how to appropriately manage them (for example, balancing ethical responsibilities to families and schools, handling conflicts of interest), and |  |  |  |  |
| 1. competence in communicating an educational and developmental psychologist's ethical obligations to others (for example, to families, welfare agencies) |  |  |  |  |
| **3) Psychological assessment and measurement:** | | | | |
| 1. knowledge of assessment and measurement theory and research including considerations of reliability and validity, and handling scale score outliers and non-typical profiles |  |  |  |  |
| 1. competence in applying multiple methods for assessing learning and developmental problems across the lifespan, and |  |  |  |  |
| 1. competence in specific types of assessment, including:  * general development measures * tests of educational attainment * tests of specific learning difficulties including reading and communication disorders * neuropsychological assessments * verbal and non-verbal measures of intelligence * behavioural scales and ratings, and functional analysis measures * tests of personality, emotional and family functioning * psychopathology inventories and structured diagnostic instruments |  |  |  |  |
| **4) Intervention strategies** – **competence in delivering evidence-based psychological interventions for learning and developmental problems, including:** | | | | |
| 1. interventions at individual level:    * psychological learning and educational training programs    * counselling and psychotherapy    * life skills coaching and guidance services    * supportive and behavioural interventions |  |  |  |  |
| 1. interventions at group level:    * family and group interventions    * program development    * school, welfare and community programs    * consultation and policy development    * education, prevention, and professional development |  |  |  |  |
| **5. Research and evaluation – competence in each of the following:** | | | | |
| 1. identification of questions that arise from educational and developmental psychology practice, and the formulation of appropriate research strategies |  |  |  |  |
| 1. communication of research methods and findings to non-psychologists in educational and developmental settings, and |  |  |  |  |
| 1. the transformation of research and evaluation findings into policies and programs |  |  |  |  |
| **6. Communication and interpersonal relationships – competence in each of the following:** | | | | |
| 1. Provision of oral and written reports to various stakeholders, including clients, families and carers, schools and educational institutions, government departments, welfare agencies and for medico-legal purposes |  |  |  |  |
| 1. provision of consultancy advice and education about learning and developmental problems and attainments |  |  |  |  |
| 1. communicating the obligations of an educational and developmental psychologist in various roles and settings (for example, to schools, aged care administrators) |  |  |  |  |
| 1. the ability to distinguish between the sceptical and investigative mindset required when undertaking formal assessment, and the therapeutic mindset which is more suited to clinical interventions, and the ability to determine which approach to adopt in order to develop appropriate relationships with the persons to whom the psychological services are being provided, and |  |  |  |  |
| 1. the capacity for communicating with peers and associated professionals |  |  |  |  |
| **7. Working with people from diverse groups:** | | | | |
| 1. the ability to apply knowledge and understanding of how the practice of educational and developmental psychology is influenced by social, historical, professional and cultural contexts. This includes demonstrating the ability to competently and ethically practice with people who differ from the psychologist in ways including, but not limited to: differences in age, race, colour, culture, gender, geography, language, sexual orientation, educational attainment, and socio-economic status and religious-spiritual orientation. This includes sensitivity and knowledge of working with Aboriginal and Torres Strait Islander peoples. |  |  |  |  |
| **8. Practice across the lifespan:** | | | | |
| 1. competence with clients in childhood, adolescence, adulthood and late adulthood, as relevant to the work of an educational and developmental psychologist in the context in which the psychologist provides services. |  |  |  |  |