



**Congratulations !**

The ISPA membership has elected

Dr. **Bonnie Nastasi** as ISPA President 2017 to 2019.

She will be President-Elect starting in June 2015.

Dr. **Janet Muscutt** as ISPA Secretary, and

**Michael Sheehan** as ISPA Treasurer.

Both will serve for a second term from June 2015 to July 2018.

Read more on [www.ispaweb.org/news!](http://www.ispaweb.org/news!)



## School Psychology for Social Justice and Inclusion

by Paul Bartolo,  
ISPA President

Dear ISPA Colleagues,

This time I would like to focus on the updating of our Mission Statement. The update was the subject of a lot of discussion over

the past year and a half. The final version was produced with the help of Bonnie Nastasi and Thomas Oakland and slightly modified again by the Executive Committee. It was then approved by electronic voting by 95 in favour and only 4 against last December 2014.

Some of the changes consisted in the use of new terminology. However, there was also the introduction of some new goals. The whole updated mission statement is given on pages 3 and 4. Here I will focus only on the change we made to our last statement. It previously read as follows:

To condemn any discrimination of a racial, religious or sexual nature and rec-

commend that its members conduct their professional life consistent with this principle.

That statement bore the strength of the straightforward condemnation of discrimination and indeed made a call for ISPA members to be personal witnesses to this anti-discrimination stance. The new statement reads:

Promote structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status; and advocate for the inclusion and participation of all children in education and society.

This was more than a change of language. First of all it extended the concern about discrimination to new groups about whose victimisation we have become more aware. This should indeed raise our awareness of any individual student or group of students who are denied equal opportunities for learning and development. Through reflective practice we need to be aware of how dominant perspectives may lead to lower expectations and lower services to particular students or groups of students whatever their characteristics. We can work to bring about a change in attitudes towards undervalued students and help the students themselves, their families and educators to invest equally in their education.

Secondly, the above new statement of the ISPA mission went two steps further. It stated that our mission goes beyond condemnation of discrimination. It obliges us firstly to work towards the '*promotion of structures that prevent and protect all children from discrimination*'. We cannot sit back and just condemn discrimination. We have to work towards replacing those structures that are discriminatory. We have to be advocates not just for changing the behaviour of individuals but

for changing of classrooms, schools and society so that any barriers to equal respect and dignity and access to resources for any member or group of members are removed. This new goal is captured in the new initiative within school psychology in the US for social justice (Shriberg et al., 2013). They found that this was mainly understood by NASP members as implying 'ensuring the protection of educational rights and opportunities, and promoting non-discriminatory practice' (p. 4). And the emphasis is on action: 'True social justice involves every one of us bringing our considered and lived wisdom to bear on inquiry and action that supports the well-being of each and all' (Clare, 2013, p.60).

Indeed, our new mission statement adds another step to the social justice agenda. It highlights that one of the important basic needs and entitlements of all children and young people is to be accepted as equally valued members of their families, classrooms and society. We are realising more strongly how important to one's self identity is the recognition by others of one's dignity and compe-

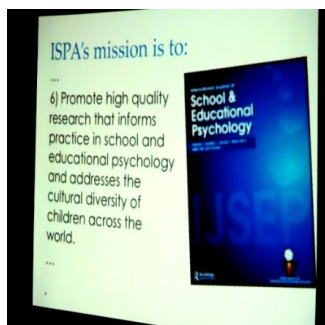
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tences. We are also becoming more aware how membership in a low status group can have a degrading impact on the development of one's identity. As Taylor (1994) argued:

*Our identity is partly shaped by recognition or its absence, often by the misrecognition of others, and so a person or group of people can suffer real damage, real distortion, if the people or society around them mirror back to them a confining or demeaning or contemptible picture of themselves. Non-recognition or misrecognition can inflict harm, can be a form of oppression, imprisoning someone in a false, distorted, and reduced mode of being. (p. 25)*

When we realise that any person or group is being marginalised and deprived of equal dignity, we must seek to establish equal value for that person or group to enable healthy development and wellbeing. That is why the 2006 United Nations Convention on the Rights of Persons with Disability declared that 'States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to: ..... Enabling persons with disabilities to participate effectively in a free society' (Art. 24). When one truly understands how important, indeed necessary, is the fulfilment of the human need to belong for healthy human development, then one will keep struggling to enable more and more children to feel welcomed, accepted and enabled to participate as full members of the family, classroom, school and society. That is why our mission statement obliges us to 'advocate for the *inclusion and participation* of all children in education and society'.



## ISPA adopts new Mission Statement

In December 2014, the new ISPA mission statement was approved by electronic vote with 95 in favour and 4 against.

### ISPA's mission is to:

- Promote the use of sound psychological principles within the context of education and schooling internationally at global and local levels.
- Promote the improvement of children's and young people's well-being as well as their cognitive, emotional, physical, social and spiritual development in schools and communities across the world.
- Promote communication and collaboration among parents/caregivers, educators and other professionals who are committed to the improvement of children's well-being.
- Promote high standards for the provision of educating school and educational psychologists nationally, regionally, and internationally.
- Promote high standards of practice in school and educational psychology across the world.
- Promote high quality research that informs practice in school and educational psychology and addresses the cultural diversity of children across the world.
- Promote and protect the rights of all children and young people according to the UN Convention on the Rights of the Child and related UN statements.

- Initiate and promote cooperation with other organizations, working for purposes similar to those of ISPA, in order to advocate for and support children and young people across the world.
- Promote structures that prevent and protect all children from discrimination based on race, ethnicity, religion, age, gender, ability, sexual orientation, disability, or socio-economic status; and advocate for the inclusion and participation of all children in education and society.

We are happy to report that the Facebook group currently has 529 members since its creation in 2012. Within our Facebook group we have members from the following countries:

Australia	Barbados
Brazil	Canada
China	Cyprus
England	Estonia
Finland	Germany
Ghana	Greece
Hawaii	Iran
Ireland	Israel
Japan	Macedonia
Malta	Mongolia
Netherlands	Portugal
Romania	Russia
Switzerland	Turkey
Ukraine	United States of America

## Students, Early Career, and Social Networking Interest Group: Spotlight on Early Career Professionals Initiative, and Recruitment for Mentors

by Priscilla Jones-Kucer and  
Daniel Borg, Co-Chairs of this Interest Group



Welcome to the Students. Early Career, and Social Networking Interest Group section of the W\*G\*R!

ISPA is aware that there are early career members that are worthy of recognition of their contributions to school/educational psychology. In an effort to recognize these contributions, ISPA is seeking nominations to spotlight ISPA early career members. These spotlights will be featured in WGR. Nominations can be sent to [ispaearlycareer@gmail.com](mailto:ispaearlycareer@gmail.com). The criteria for nomination are as follows:

- Be a current ISPA member
- Be within your first 5 years of practice as a school/educational psychology professional
- Demonstrate practices that are consistent with ISPA vision and mission
- Recognized as leader within your place of employment or professional organization(s)
- Building an area of expertise that is vital to the development of international school/educational psychology

Get involved in ISPA today and become a leader!





### **ISPA at NASP in Orlando, FL, Feb 2015:**

Doctoral Students from University of Santa Barbara, CA, attending the ISPA booth

ISPA President Paul Bartolo and President-Elect Shane Jimerson at the ISPA Reception

ISPA members and colleagues presenting on Positive Psychology in the Schools

The ISPA Executive Committee at a meeting

## Thomas Oakland passed away on March 4th, 2015



It is with deep sorrow that the ISPA Executive Committee has just been informed of the tragic death of our dear friend and ISPA Past President Thomas D. Oakland, Emeritus Professor, University of Florida / Honorary Professor, University of Hong Kong / President, International Foundation for Children's Education / Past President, International Association of Applied Psychology's Division of Psychological Assessment and Evaluation.

We express our deepest sympathy and condolences to our many colleagues who worked closely with Tom over the years. ISPA will honor Thomas Oakland at the Conference in São Paulo and in the next edition of W\*G\*R.

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## ISPA at the NASP Conference 2015

by Michael  
Sheehan,  
ISPA Treasurer



School psychologists had the opportunity of revisiting their childhood phantasy world in the magical setting of Disney Orlando for the 2015 Annual Convention of NASP (National Association of School Psychologists), which took place on February 17-20. Like

Ulysses we could venture to what Shakespeare describes as 'unpathed waters, undreamed shores' (*The Winter's Tale*). That was of course during the few free hours we had from the hectic schedule of more than 1,200 peer-reviewed papers, workshop, symposia, posters, etc. in addition to several meetings and manning of the ISPA booth.

ISPA was well represented among the 5,000 attendance. Among the participants were the members of the Executive Committee, Paul Bartolo, Jürg Forster, Shane Jimerson, Michael Sheehan and Janet Muscutt, and Past Presidents Tom Oakland and Helen Bakker. Other ISPA colleagues included Rik D'Amato, editor of the ISPA *International Journal of School & Educational Psychology (IJSEP)*, Priscilla Kucer, Co-Chair, Student and Early Career Interest Group, and former Executive Committee members, Chryse Hatzichristou and Peter Whelley.

The ISPA booth in the Exhibition Hall was very well attended and there was much interest in our forthcoming Conference in São Paulo. We are deeply grateful to the enthusiastic cohort of University of California, Santa Barbara (UCSB), students who took turns at the booth under the aegis of Shane Jimerson: Sarah Babcock, Cecile Binmoeller, Aaron Haddock, Cecile Binmoeller, Aaron Haddock, Carrie May, JoLynn Mescher, Hilary Messersmith, Megan Nickel, and Rachel Stein. Our sincere thanks to them all.

ISPA convened a Special Session on *International School Psychology: Supporting Student Mental Health at School* on the Thursday afternoon under the President's Special Strand. A number of sessions were featured to address the 2015 NASP presidential theme of *Student Success: Mental Health Matters* including presentations on how best to ensure student, emotional, and behavioural health, and thus promote school success. The ISPA Session was chaired by Shane Jimerson



and included presentations from Paul Bartolo, Jürg Forster, Janet Muscutt, and Michael Sheehan, who spoke about developments in the promotion of student mental health in their respective countries. The large audience was very participative and engaged with the speakers in an interactive manner. Later in the day we hosted the ISPA Reception and this was also very well attended. Paul updated colleagues on the revised ISPA Mission Statement and Shane made a presentation on the São Paulo Conference. Once again we were indebted to the charismatic powers of persuasion of Peter Whelley, who organised the collection of \$165 for the Cal Catterall Fund at the event.

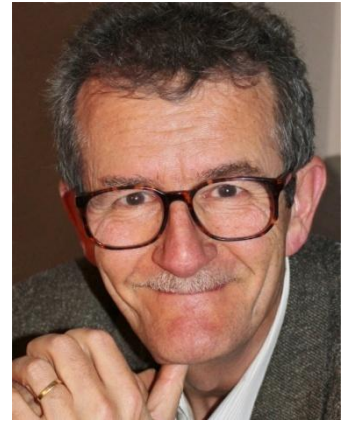
Paul and Michael also attended the Trainers of School Psychologists Conference run parallel with the Convention. Here ISPA had its information table displaying particularly leaflets on the ISPA Accreditation programme. Rik D'Amato, as editor of our *International Journal of School & Educational Psychology (IJSEP)*, and Shane Jimerson, as editor of *School Psychology Quarterly*, made a presentation on publishing one's research.

All members of the Executive Committee, together with the *IJSEP* editor, had a very useful meeting with the Editorial and Marketing managers of our publishers, Taylor and Francis. While *IJSEP* has taken off very well, we continue to work to ensure it becomes truly the international journal for school psychology.

Paul also reported the latest developments in ISPA, particularly on membership, accreditation, *IJSEP*, and recent and future conferences, to the School Psychology Leadership Round Table which is attended by School Psychology Leaders/Presidents from eight school psychology organisations.

## Picture Arrangement with Captions

by Jürg Forster,  
ISPA Past-President



Not so many years ago, school psychologists used to administer tests that consisted of a series of pictures. The test takers' ability to find the correct sequence indicated that they accurately understood nonverbal interpersonal situations and were able to evaluate their implications. 'Picture arrangements' were common subscales in intelligence tests before they were dropped due to reasons we are not clever enough to understand.

This year's NASP Convention was held in Disney World in Florida, and since this world of Fun and Fantasy started off with the success of Walt Disney's strip cartoons, this issue of WGR should have its own picture story, in addition to the report about the convention. Michael Sheehan, the author of the report, has taken two pictures in front of the ISPA booth. Here Sally Baas, the Past-President of NASP, and Paul Bartolo, the current ISPA President, had a lively conversation (see page 8).

My queries for you, the test taker: Which picture is the first and which the second? And, more exciting, what were they saying in each picture? - It is up to you to find out. Please send an email with your best guess to [juerg.forster@gmail.com](mailto:juerg.forster@gmail.com) – and don't hesitate to suggest a good wording for the speech bubbles! The most creative submission will be published in the next issue of WGR.



*(Pictures published with kind permission of Michael Sheehan, Sally Baas and Paul Bartolo)*



Dutch Organization of Psychologists (NIP)

## Division 'Sexuality & Diversity'

by Michaël von  
Bönninghausen,  
President of the  
Dutch Division of  
'Sexuality & Diversity'



On November 29, 2014, the general assembly of the Dutch Organization of Psychologists (NIP) decided to set up the Division of 'Sexuality & Diversity' for all the domains and fields in society where psychologists are working. The vote of the NIP general assembly was almost unanimous in favour with only one vote against. This was achieved after the very successful Conference 'Youth and sexuality' of May 2013, followed by hard work and consensus building.

This is the first Organization of Psychologists worldwide that has set up such a division though there are others that have divisions for LGBT members.

Michaël von Bönninghausen, who was appointed its first president, is also the chair of the ISPA Interest Group for 'Sexuality Education'.

The Division of 'Sexuality & Diversity' also has the support of the Dutch Organization of Pedagogues. Both organizations together represent 20,000 behavioral scientists working in all domains of Dutch society.

One of the goals of the Division is to organize seminars to provide professional training in the area of sexuality for the members of both organizations, namely psychologists and pedagogues.

The following seminars were planned for 2015:

### 1. Sexuality, autism & psychiatry:

This first seminar was quickly fully booked and was held successfully in January for 80 participants.

### 2. Sexuality & intellectual disabilities

(April 9): The focus of this seminar will be on the therapeutic treatment of victims of sexual violence and on the treatment of the perpetrators.

### 3. Sexual diversity & mental health

(June 19): On this day, the NIP office in Utrecht will be transformed into the Pink NIP house of psychologists. The seminar will be part of the Midsummer Night Canal Festival of the LGBT movement that takes place every year in the last week of June. The center of the LGBT festival is only 5 minutes walking distance from the NIP office in Utrecht.

### 4. Sexual abuse & cultural minorities

(October): We will organize a national Conference together with the national institute Pharos. One of the keynote speakers on the Conference will be the secretary of the Division, Pinar Okur, who is currently completing her PhD research on 'Sexual Abuse and Cultural Minorities'.

For more information please contact:

Dr. Michaël von Bönninghausen  
| info@transfysiko.nl | + 31 (0)6 464 123 04

Join ISPA and ABRAPEE  
from June 24 to 27, 2015  
in São Paulo, Brazil!

Deadline  
for early bird registration  
is April 30.

## Psychological developments in India

by Erika Voigt



### A visit to India in January-February 2015

This was my tenth visit to India since 2006 – I, a retired German school psychologist, again found myself kindly invited by our Indian colleagues to contribute to their professional activities, and I attended with pleasure.

The Indian Academy of Applied Psychology (IAAP) held its yearly conference January 23 -25 in Tirupati. Its focal theme “*Applied Psychology and Spirituality – Contribution to Health, Happiness, Professions and Leadership*” was adequately fitting to the site, a women’s college under the auspices for many colleagues to worship, while exploring connections between our science and spirituality. The deep relationship between the two became visible as they connected basic Indian philosophy and religious practice with psychology for practitioners. The conference program showed ample research on variables such as relaxation, meditation, awareness of body, mind set, values connected to self, others, society and much more. This is important research related to human development and basics of education and it has an impact on well-being. At the opening session, the IAAP president, referring to sex-related crimes and diseases, raised the urgent call for the provision of sex education through a comprehensive curriculum covering social, psychological and physiological issues for all school-aged children. Further detailed applied school psychology may be found in the five-year-old

IAAP offspring, the Indian School Psychology Association, InSPA.

One week later, I attended the International Conference which was held by the Psychological Institutes of the University of Madras. The theme “*Enriching Employee Engagement in Organization – Role of Psychology*” attracted several hundred scholars and professionals, who found a rich offering of research and presentations on organization development and improvement. The valediction ended with the moderator’s deep sigh, which lamented the gap between our scientifically-based knowledge and its implementation. Even in the educational field, the goals of organization development seem to be more wishful than hopeful. Yet steps are being taken to establish a school psychology training program, even focusing on lower class youngsters’ problems.

Graduate Courses on *Human Resource Development* are regularly run at the National Institute of Technical Teacher Training and Research. In India the contribution of psychology to the tertiary education field is highly valued and part of the curriculum in Engineering, Technical and Teacher Training. It targets personal development, soft skills, management, team and leadership qualities. I was grateful to teach a class during this training-program, run by Dr. S. Renukadevi. This was again a good experience for me in intercultural exchange.

I will add few glimpses of the current developments thanks to co-operation and networking on behalf of children. Delegates from the 2011 ISPA-conference in Vellore may remember the children on the stage, who were speaking about their psychological needs. Their participation in our conference was organized by Mrs. Malathi Kumar, experienced educator, who has now taken responsibility to build a school in co-operation with a German-Indian-firm close to Vellore, and her daughter,

Kalpana, a speech therapist, who has now taken responsibility for several special education centers. The centers were built by the expansion of *Kare*, the organization whose workshop had two years ago pushed through the readiness for the school psychology training course at Madras University. These centers are preparing differentially handicapped children for school, including advocacy and support to parents and schools, thereby promoting inclusive education and providing access for poor children. I appreciate that, thanks to my guiding discussion partners, mother and daughter, I had the chance to witness the high quality of this work, and comment from my professional view upon these developments in their initial and expanding stage. Actually, it looks as if private initiatives are becoming driving forces in Indian education for improvements based on psychological principles, which is an important dynamic.

Heartfelt thanks to my colleagues in India, and special thanks to my kind host-family, S. Renukadevi, Ban Mukhopadhyay and their two sons, Rishi and Rivu.

Dr. Erika E. Voigt  
School Psychologist, Psychotherapist  
Goettingen, Germany

Is your regional or national  
School Psychology Association  
an Affiliate of ISPA?

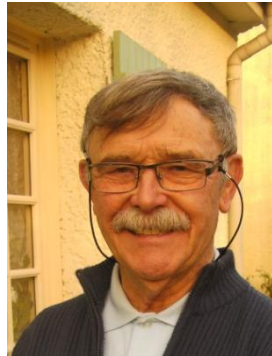
If not, make the first step  
and suggest this at the next  
General Assembly!





## Report from UNESCO 2014

by Mélaïne Descamps, ISPA-ECOSOC liaison,  
and Jean-Claude Guillemard,  
ISPA-UNESCO Liaison Officer, and Chair,  
Child Well-Being and Advocacy Committee



Mélaïne Descamps and Jean-Claude Guillemard attended the International Conference of NGOs at UNESCO Headquarters in Paris from December 15th to 17th, 2014, and Fabienne Texier-Legras, ISPA member, representing the French Association of School Psychologists (AFPEN), attended the first day of the conference.

The theme of the conference was “Re-enchanting the World with the post-2015 Development Agenda: A collaboration between NGOs and UNESCO.” It was opened by Mr Eric Falt, UNESCO Assistant Director General for External Relations and Public Information and by Mr Patrick Gallaud, Chairperson of the International Conference and of the NGO-UNESCO Liaison Committee.

The introductory lecture was presented by Mr Gilles Van der Pooten, Director of Reporters for Hope with the participation of Mr Jean-Marie-Michel Editor in Chief at Capa Television.

In the afternoon, the Liaison Committee presented the Activity report for the period 2013-2014 and the Financial Report. Then the candidates for the Presidency and for the NGO-UNESCO Liaison Committee presented their projects for the next period (2015-2016).

On the second day of the conference, morning session strands were dedicated to Culture, and afternoon sessions to Education. The morning’s main theme: “Enhancing cultural Heritage and featuring cultural expression of Diversity” was articulated through an introductory presentation on “The role of youth for the safeguarding of tangible and intangible cultural heritage” and three modules: Module 1: Cultural heritage, risks and development; Module 2: Social fabric without cultural dialogue: a waste of time; and Module 3: Industries for culture. A concluding session: “Call for Culture in the Post-Agenda for Development” was presented by the Assistant Director General for Culture, followed by comments by Ms Silja Fisher, Secretary General of International Music Council. In the afternoon, the theme was “The commitment of NGOs for the promotion of quality Education in the Post-2015 Agenda,” and was introduced by Mr Qian Tang, Assistant Director General for Education. Two Liaison Committee members reported on the first Forum held in September 2013 on “Which Education Goals for tomorrow’s citizens of the world: Is quality enough?” Ms Camilla Croso, International Focal Point of the Consultative Commission of NGOs on Education For All (CCNGO / EFA), President of the Global Campaign for Education and Mr Limbani Nsapato, member of the African Network Campaign for Education For All (ANCEFA) presented by video conference a report on the “Preparation of the World Forum on Education, from Santiago to Incheon (Korea, May 2015): the role of NGOs in promoting the right to education”.

Ms Sabine Detzel, UNESCO Focal point for the CCNGO/EFA and member of the EFA and Global Agenda Coordination Team, completed the report from the floor and answered the questions from the audience. The second day closed after a brainstorming on the work program for 2015-2016 led by Ms Aicha Bah

Diallo, Vice Chairperson of the NGO-UNESCO Liaison Committee.

The theme of the third day was “Water and sustainable development: From awareness-raising to decision-making.” The first round table participants presented their comments after the second forum held in Yamoussoukro (Ivory Coast) in June 2014, which included discussions on:

- What was said during the forum, what remains to be done?
- Women and contribution to development, an African look: what do we do now?
- And now, from promises to actions! Let us open the discussion.

The second round table was dedicated to Climate Change and UNESCO specialists presented the role of the organization :

- UNESCO and climate change. The contribution of sciences.
- UNESCO, climate change and the post-2015 Agenda. Future perspectives and roles for NGOs.

During Lunch break, an open space allowed NGOs to present their actions worldwide and offer their documents. ISPA had a presentation space shared with the NGO Working Group on Literacy and Lifelong Education. In the afternoon, Ms Irina Bokova, Director General of UNESCO, delivered a speech to praise the importance of UNESCO-NGOs partnership and to encourage our efforts to produce innovating projects and develop cooperation. Then, a recommendation for the future policy of the next elected Liaison Committee was adopted.

The commission of elections gave the results: Ms Martine Levy was elected as new chairperson of the International Conference of NGOs and of the UNESCO-NGO Liaison Committee for the 2015-2016 period. The Liaison Committee is composed as follows:

- for the Asia region: China Folklore Photographic Association
- for the South America and Caribbean region: Latin American Council of Social Sciences
- for the Africa region: Forum for African Women Educationalists
- for the Eastern Europe region: Sozopol Foundation
- for the Europe and North America region: Friendship and Liaison French-speaking Association

There was no candidate for the Arabic region.

Other members:

- Coordinating Committee for International Voluntary Service
- International Council of Organizations for Folklore Festivals and Folk Art
- International Federation of Coalitions for Cultural Diversity
- Catholic International Education Office
- Rotary International

The Assistant Director General for External Relations and Public Information closed the Conference with the Past President. The new President delivered a brief message to thank the participants and invited the new members of the Liaison Committee to have their first meeting.



Ibirapuera Park, one of the top 10 tourist spots in the city of São Paulo, Brazil

## Research Regarding International Schools and Education

by Aaron D. Haddock and Shane R. Jimerson



The ISPA WGR research column includes brief summaries of several research articles with implications for the field of school psychology around the world. The literature reviewed below has been selected with the intent to be helpful to school psychologists and other educational professionals. These readings are selected from multiple disciplines, including: School Psychology, Education, and Child Development. Whereas the emphasis of the research is not always cross cultural, the information may be useful for school psychologists across cultures. The literature below addresses the topic of **international schools and education**. While some information presented in these readings may be more salient to other nations or educational systems, it is likely that many of the issues facing school psychologists in one part of the world today will be the issues of tomorrow for school psychologists in other parts of the world. The Research Committee welcomes feedback from ISPA members around the world for the WGR research column. Members are encouraged to e-mail their comments regarding reviewed articles or suggestions of specific articles to feature in the research column. If you would like to see a review of literature addressing a specific topic, please forward your suggestion to Dr. Jimerson. When you read an excellent manuscript that you be-

lieve your international colleagues should be aware of, please send the full citation and your rationale for suggesting the article (3-4 sentences) to [Jimerson@education.ucsb.edu](mailto:Jimerson@education.ucsb.edu) (Dr. Shane R. Jimerson).

International schools are increasing rapidly in countries around the world. Over the past five decades, it is estimated that international schools have grown from fewer than 300 to over 6,000. In the last 13 years alone, the number of international schools has doubled – from around 3,000 in 2000 to 6,000 in 2013 (Pearce, 2013). Current estimates state that, at present, 300,000 full-time teaching staff instruct 3.2 million students in international schools worldwide (Brummitt & Keeling, 2013). By 2022, international schools are projected to exceed 11,000, with over 6 million children in attendance and over 525,000 of staff (Brummitt & Keeling, 2013). This burgeoning growth in the international schools market will be driven by increasing numbers of expatriate families and, even more so, by local nationals seeking an English-medium education that promotes international values and advances social, economic, and global mobility.

Though interest in the field of international education is growing, the research literature on international schools is currently underdeveloped. This research review will focus on several recent edited volumes focused on international education and schools. A broad array of individuals with a variety of backgrounds in and perspectives on international schools author the chapters. Contributors include researchers, teachers, administrators, consultants, and former students. Despite the increasing importance of international schools in the global education system, the extent and nature of student support services and school psychology is not well understood. This research review is the third in a series of articles by Jimerson and Haddock (Haddock &



Jimerson, 2014; Jimerson & Haddock, 2014) that aim to provide an overview of the international school context, share information on the unique needs of international school students, and explore the presence and nature of psychological and academic support services in international schools.

**Hayden, M., & Thompson, J. (Eds.). (1998). *International education: Principles and practice*. London: Kogan Page.**

Published in 1998, *International education* was one of the first edited volumes focused on international education and schooling. The book identifies important themes taken up and developed by subsequent researchers and offers the reader insights into how the field has progressed and changed in recent years. The book is divided into four parts and includes an introduction by Mary Hayden, a leader in the field of international education. Part I includes three chapters on students in international education. These chapters provide helpful insights into the unique needs and experiences of the students that attend international schools. Part II looks at international education through the international school curriculum in seven diverse chapters, including chapters on the emergence of the International Baccalaureate curriculum and a singular piece on special learning needs in international schools. Part III focuses on administrative issues and the school as an organization for international education. The practical chapters in this section provide information on staffing, diversity, organizational culture, and accreditation. Part IV concludes the book with discussions on access to international education for a broad array of students, globalization and international education, international education values, and a sketch of a model of international education.

**Pearce, R. (Ed.). (2013). *International education and schools: Moving beyond the first 40 years*. London: Bloomsbury.**

In Pearce's edited volume, *International education and schools*, contributors survey and discuss the development of international schools over the past 40 years, reflect on the current role of international schools in the global education system, and also make predictions about and recommendations for the future. Chapter authors bring varied perspectives and diverse theoretical orientations to bear on pertinent issues facing international schools. Contributors are school directors, researchers, education consultants, current and former teachers, and media relations experts. The book is divided into three parts. Part I provides a historical overview in three chapters. Brummitt and Keeling's chapter, "Charting the Growth of International Schools" is particularly informative and sheds light on the forces driving the dramatic expansion of the international schools market over the past 40 years. Part II, *Emerging Themes*, examines the national and cultural identities of the students and teachers in international schools, arguing for a more nuanced and updated understanding of international school students' identities and needs. Chapters in this section critically assess international schools' approach to language diversity, the values promoted by the IB curriculum, and the debate over two contrasting approaches to global citizenship and international education: globalist versus internationalist (see the next review for more on this topic). Many of the chapters in Part III, *The New Critique*, utilize theory to critically analyze international schools along several lines. For example, in a chapter entitled "Understanding International Education Through Discourse Theory: Multinational, International, Multicultural or Intercultural," Michael Allen employs Foucauldian discourse analysis to explore how the discourses of international education, internationalism, and globalization inform the

IB program and, in turn, the ideology promoted in international schools. The book closes with Richard Caffyn's thought-provoking chapter "Boundaries and Boundary Management in International Schools: Psychodynamics and Organizational Politics," which explores how international schools' isolation from both one another and their local context can give rise to contested internal political environments that shape school policy and practice in important ways.

**Bates, R. (Ed.). (2010). *Schooling internationally: Globalisation, internationalisation and the future for international schools*. New York: Routledge**

*Schooling internationally* discusses two approaches to international education - globalist versus internationalist - as its primary theme. According to Cambridge and Thompson's taxonomy (2004), the globalist position aims to foster "global cultural convergence towards the values of the transnational capitalist class" and increase opportunities for local nationals desiring greater economic, social, and global mobility; in contrast, the internationalist approach is "founded upon international relations, with aspirations for the promotion of peace and understanding between nations" and "celebrates cultural diversity and promotes an international-minded outlook" (p. 173). To address how these ideologies inform and influence teaching, learning, curriculum, pedagogy, and assessment in international schools as well as international schools' potential contribution to global citizenship, chapters in this book analyze and contextualize a wide range of issues, among them the role played by international schools in global networking and class formation; the nature of teaching and learning in international schools; international schools' relations to global and local cultures; issues facing international cur-

riculum and assessment; and educating for global citizenship.

**Hayden, M. (2006). *Introduction to international education: International schools and their communities*. Thousand Oaks, CA: Sage.**

Mary Hayden is the Director of the Centre for the Study of Education in an International Context (CEIC) at the University of Bath, UK, which has been described as "the prime centre of research and teaching in international education" (Pearce, 2013, p. xvi). A prolific writer, Hayden has contributed chapters to each of the edited volumes featured in this review. In this book, Hayden draws on her vast knowledge of the topic to provide a concise and readable overview of the field. Chapters focus on the context of international education, international schools, international schools and parents, international school students, globally-mobile students and the international school experience, teachers, administrators, the board, the curriculum, external influences, and future roles for international schools. This book is highly recommended for individuals new to the research on international schools, those considering a career in international schools, and families considering enrolling their children in an international school.

**Hayden, M., Thompson, J., & Levy, J. (Eds.). (2007). *The Sage handbook of research in international education*. Thousand Oaks, CA: Sage.**

With brief chapters written by leading authorities in the field, *The Sage handbook of research in international education* examines several dimensions of international education and schools in five sections. Part I explores the historical roots, definitions, and current interpretations of international education across eight chapters. Chapters provide foun-

dational historical resources for research in international education (1851-1950), discuss the importance global citizenship and the role of human values, and outline a typology of international-mindedness and its implications for education. Part II focuses on students and their learning, with nine chapters on topics ranging from life histories of former international school students to explorations of culture and identity to the future of web-based learning in international education. Part III offers six chapters examining teachers and their development in the international education context, including a fascinating chapter on classroom management around the world. Part IV covers the organization of formal institutions for the promotion of international education in six chapters, including case studies of relevant issues in international schools. Part V appropriately concludes the book with chapters on current issues and future challenges; some of the subjects examined include critical perspectives on language in international education, internationalization of the curriculum, research on international education and schools, cultural diversity, globalization, and education policy.

*Those seeking additional information regarding school psychology in international schools should also consider:*

Haddock, A. D., & Jimerson, S. R. (2014). School Psychology in International Schools. *International School Psychology Association, World-Go-Round*, 41 (3), 19-24.

Jimerson, S. R., & Haddock, A. D. (2014). Towards Understanding School Psychology in International Schools. *International School Psychology Association, World-Go-Round*, 41 (4), 14-18.

Aaron Haddock is a Doctoral Student in the School Psychology program at the University of California in Santa Barbara.

Shane R. Jimerson, Ph.D., NCSP is a Professor of Counseling, Clinical, and School Psychology at the University of California in Santa Barbara.



Together with the Local Organising Committee chaired by Roseli Caldas Lins, ISPA and the Brazilian National Association of School and Educational Psychology ABRAPEE will host the

**37th ISPA and XIIth CONPE**  
from **June 24 to 27, 2015**,  
in the city of **São Paulo, Brazil**.

To register, please visit **[www.conpeispa.com](http://www.conpeispa.com)** and **[www.ispaweb.org/conferences](http://www.ispaweb.org/conferences)**. Don't use Internet Explorer for the CONPE website, it doesn't display all the content !

Contact the Local Organising Committee:  
**[contatoconpeispa@gmail.com](mailto:contatoconpeispa@gmail.com)**

The theme of the conference is  
**Schools for All: Public Policies and the Practice of Psychologists**

#### **Call for Papers:**

We encourage practitioners and scholars to submit papers or symposia to the Scientific Committee. Abstracts can be submitted electronically via the conference website or via **[trabalhosxiiconpe@gmail.com](mailto:trabalhosxiiconpe@gmail.com)**.

Please check the submission guidelines on the ISPA website for content, procedure and deadlines.



## Join us in São Paulo, Brazil!

by Roseli Caldas Lins,  
LOC Chair  
ISPA-CONPE 2015



This year the 37<sup>th</sup> Annual Conference of the International School Psychology Association – ISPA – will be held jointly with the 12<sup>th</sup> edition of the biennial National Congress of School and Educational Psychology (CONPE) that is organised by the Brazilian Association of School and Educational Psychology (ABRAPEE). The Conference will be held from **June 24 to June 27, 2015**, at Mackenzie University in **São Paulo, Brazil**. It is expected to give rise to a more intense *international dialogue* on School and Educational Psychology.

The theme of the Conference is ‘Schools for all: Public Policies and the Practice of Psychologists. This shows the strength and depth of the commitment to build psychology as a discipline that reconciles theory and practice. The conference is aimed at breaking the traditional social position occupied by Psychology in Education. It is meant to see Educational Psychology as inherently bound with intervention on educational and school phenomena in a way absolutely committed to the promotion of human rights and emancipation.

This ethical-political positioning of ISPA and ABRAPEE gives rise to broad goals that are expressed more specifically in the following subthemes:

- To deepen theoretical and practical issues in School and Educational Psychology, *both internationally and in Brazil*;
- To bring together professionals and researchers in the fields of School and Educa-

tional Psychology from different regions of Brazil, South America, North America, Europe, Africa, Asia and Australia;

- To raise public *awareness* about the importance of psychology in education as a way to promote human wellbeing, to face school failure and the challenges associated with the educational process, among other issues;
- To *improve* the quality of psychoeducational services in order to promote the holistic healthy development of children and youth;
- To create conditions for the advancement of national and international programs that may contribute to the development of the knowledge in the field of School and Educational Psychology.

The conference activities will be structured in different ways, favoring the exchange of experiences and networking among students, professionals, and researchers through Short Courses, Oral Presentations, Round Tables, Symposiums, Panels, Experience Sharing, Film Projection, Conferences, Forums, Book Releases and Exhibitions.

The conference will be organized in Thematic Areas, selected by the authors: (1) School psychologists’ professional practice; (2) Assessment and measurement in education; (3) Human development; (4) Informal education; (5) Distance education; (6) Psychology of education; (7) Primary, secondary, and higher education; (8) Aging; (9) Family and education; (10) Teacher education; (11) Training in school and educational psychology; (12) Educational failure and achievement; (13) History of school and educational psychology; (14) Reading and writing; (15) Medicalization of education; (16) Special education and inclusion; (17) Vocational guidance; (18) Research in school and educational psychology; (19) Public policies in education;

(20) Intersectoral public policies; (21) School psychology and human rights.

Such a wide range of thematic areas demonstrate that we are a professional group with a dense history of insertion in the field of education, and that is supported by multiple disciplines and has the ability to produce a complex and systematic knowledge on the diverse aspects of educational and school phenomena. These elements, within the context of an event produced with an international partnership, aims to boost the discussion about the important contribution of psychology to education and social justice, taking into special consideration the federal, state and local policies.

Due to the collaborative nature of the event, the Conference website provides information both in English and Portuguese. On the website you can access the full program of the Conference, as well as detailed information on the registration and online submissions. Check out the key speakers that have already been

confirmed and the topics to be discussed. Information regarding travel agencies, accommodation, and local tourism are also available.

The deadline for submissions is March 15, 2015. Abstracts of proposals should be submitted as an email attachment to the following address:

trabalhosxiiconpe@gmail.com.

For more information about the conference visit our website ([www.conpeispa.com](http://www.conpeispa.com)) or contact us via email:

contatoconpeispa@gmail.com.

Students, professionals, and researchers in the fields of Psychology and Education, and other professionals working in educational settings, are all invited by ISPA and ABRAPEE to bring their reflections, innovations, and concerns to this collective space of major importance for the production of knowledge in the defense of

**Schools for All: Public Policies and the Practice of Psychologists!**

☺ ☺



São Paulo landscape

## KEYNOTE SPEAKERS

### CARL RATNER

#### Classic and Revisionist Sociocultural Theory, and Their Analyses of Classroom Dialogues



The Institute for Cultural  
Research and Education,  
Northern California, USA.

Cultural Psychology,  
Qualitative Methodology,  
Political Aspects of Culture,  
Psychological Phenomena,  
and the Discipline of  
Psychology.

### FRANK C. WORRELL

#### Social identities in School Psychology Research and Practice: a Call To Action



Graduate School of  
Education at the University  
of California, Berkeley, USA.

Education of At-Risk Youth,  
Ethnic and Racial identity,  
Psychological Functioning and  
Educational Attainment,  
Teaching Effectiveness.

### MARIA REGINA MALUF

#### Literacy and Psychology forward to scientific achievements and public policies



Pontifical Catholic  
University of São Paulo,  
São Paulo, Brazil.

Motivation and Future Time  
Perspective, Psychology  
Education and Training,  
Literacy and Meta-Language,  
Socio-Cognitive Development  
and Child Education.

### JOSÉ CARLOS LIBÂNEO

#### Guidelines and Policies for Education in Brazil: Disfigurement of the social functions of the School



Pontifical Catholic  
University of Goiás,  
Goiás, Brazil.

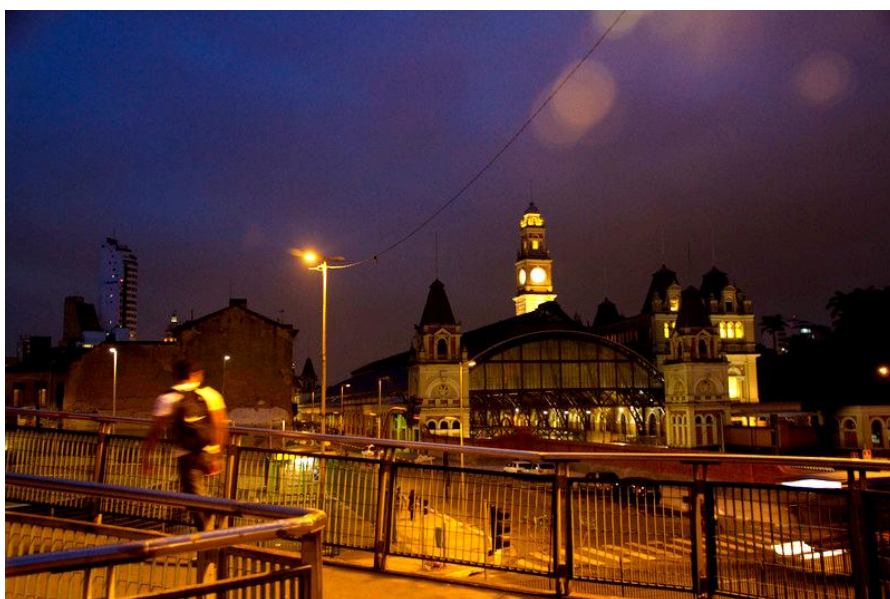
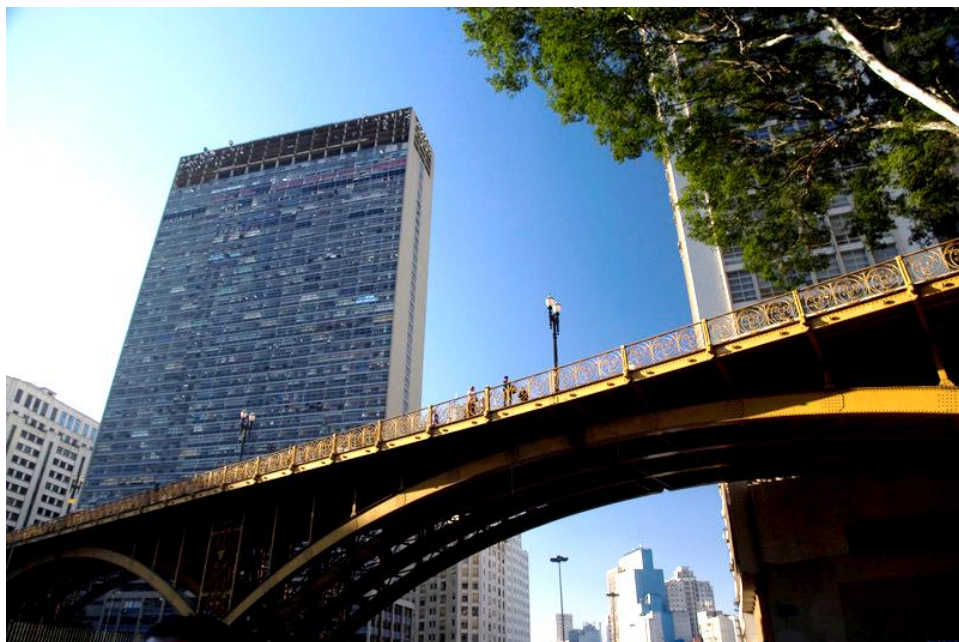
Theories in Education,  
Pedagogical Processes,  
Teacher Education, Teaching  
and Learning, School  
Organization and  
Management.



São Paulo Museum



São Paulo  
tourist  
attractions





**ISPA Newsletter**  
**WORLD\*GO\*ROUND**

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