

ATP TODAY

The Magazine of the Association for the Teaching of Psychology

FEBRUARY 2018



inside

THE ROLE OF CHARACTER STRENGTHS
WELLBEING IN SCHOOLS
POSITIVE PSYCHOLOGY

We welcome contributions and letters from readers. Please send your correspondence to the Editor. The Editor reserves the right to edit and/or amend all articles submitted. **The views expressed by contributors to the magazine are their personal views, and publication does not mean that those views are endorsed by the ATP.**

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Please send correspondence, and submissions, as Word documents. Photographs should be supplied as jpegs and as separate files not embedded into word documents.

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www.theATP.org



FROM THE CHAIR...

Welcome to your first ATP Today of 2018. We hope that you have had a fabulous Christmas and New Year and that the return to work in January was not too stressful.

Since Conference last year, your committee has continued to represent you on many Education Boards and Associations including two BPS boards (SCoPTE and EPEB). They have maintained communications with the examination boards, EFPTA, and OFQUAL. Your comments and feedback on the recent survey monkey has been really valuable when attending these meetings.

We have an exciting year ahead with CPD and the Conference to look forward to. The first event is our one-day CPD to be held at Watford on 10 March. For just £50 you will get four sessions covering, mindfulness in the classroom, lesson learnt from EUROPLAT 2017, Reductionism/Determinism, Telling them apart and flipping your classroom, demystifying the technology. As well as the lunch, tea and coffee and the chance to mix with like minded colleagues.

Our annual conference is 6-8 July, at Leeds University. Just before Christmas our conference organiser Helen Kitching

released the names of two more Key Note speakers, so along with Professor Graham Hitch who will be speaking about working memory, we are also welcoming Daryl O'Connor Professor of Psychology at Leeds University who will be speaking about the latest research into stress, including stress in the workplace and Dr Zaheer Hussain Lecturer in Psychology, from the University of Derby who will be talking about Cyber psychology. Keep your eyes on the website and our Facebook page for further information about additional keynote speakers and breakout sessions.

Many of you completed our recent Survey Monkey (for that we thank you) and much of the information gained from this has now been passed onto OFQUAL and the examination boards and we will endeavour to write an article on the wider results of the survey's for the next edition of ATP Today. In this edition we are included an article on Promoting Psychology in Schools and Colleges which we hope you will find useful.

We wish a successful and happy 2018 and look forward to meeting as many of you as possible during the year.

Helene Ansell
ATP Chair



FROM THE EDITOR...

It has been my real pleasure to edit the Spring edition once again. It does seem funny saying 'Spring edition' when I am sitting next to my log burner with a blanket wrapped around my knees, having just taken down the Christmas decorations.

What has been your experience of teaching the new A Level specifications, now that our first cohort are finding their feet at university or in the job market? Read about one teacher's experience and struggles. Why not write us a letter and share your thoughts? Have your numbers been affected by going linear? If so, the article by Tejinder Rajput and Helene Ansell on raising the profile of psychology within your school should give you some ideas on boosting numbers. Perhaps you have started teaching the new GCSE specifications? We'd love to hear how you are getting on.

With the publication of the Government paper on mental health in schools, I felt it important to have another focus on supporting our students. Wendy Doyle's article updates us on a new app that is being

trialled to help students monitor their wellbeing, whilst Lucinda Powell writes about mental health and wellbeing in schools, plus we have a fascinating interview with Richard Burnett, Co-Founder and Director of Mindfulness in Schools Project.

It's only six months until the ATP Annual Conference in Leeds! That seems to have come around really quickly. We will have a packed programme for you as usual, as you will see in my conference update. We hope to see you there. Make sure you book early to take advantage of the early bird rates!

We are always looking for teaching and learning or feature articles for the magazine. Please don't hesitate to contact myself or Laura if you would like to discuss an idea. You'll find our emails at the back of the magazine.

I hope you enjoy reading the magazine and that the rest of the year goes well for you.

With very best wishes

Helen Kitching
Editor

ATP ANNUAL CONFERENCE

6-8 July, Leeds University

In a break from recent tradition, we are holding this year's annual conference at a city centre university. Situated in the beautiful city of Leeds, the university still has a campus atmosphere and all of our breakout rooms, lecture theatre and exhibition hall are within close proximity of each other. Our evening venue and accommodation are just a short stroll away along a pedestrianised walkway. Winners of a gold award in the Teaching Excellence Framework (TEF) 2017 awards, Leeds University is one of the largest higher education institutions in the UK.

Leeds University has a vibrant Psychology department and we are delighted that Professor Daryl O'Connor has agreed to be one of our keynote speakers. The department offers a range of psychology undergraduate degree options which are all accredited by the British Psychological Society. They also offer students the option of an additional year studying abroad, working in industry or completing an integrated Masters alongside their undergraduate programme.

GETTING THERE

Leeds is well serviced by train from different parts of the country and is just over two hours away from London. The campus can be reached by the number 1 bus which stops just outside the Parkinson Building where we will be holding our exhibition and having the Welcome desk and costs just £1.20 from anywhere in the city centre (including the station) at time of writing. Bus drivers know the stop to get off as the 'University of Leeds Steps' or 'Parkinson Steps'. By car, you can access Leeds via the M1 motorway from the North and South and the M62 from the East or West of the country.

WHAT TO EXPECT

A warm welcome! First and foremost, we pride ourselves on offering a supportive, friendly conference where you will be made to feel just as welcome, whether it is your first or your 30th time! You can expect four internationally known keynote speakers; a wide range of breakout events run by experienced

teachers, examiners, authors and awarding bodies; opportunities to network with other teachers; an exhibition with key publishers, awarding bodies and more; and finally, a chance to 'de-stress', enjoy yourself in the company of like-minded people and motivate yourself ready for the challenge of a new academic year. It's the chance to re-charge your batteries at a time when you probably need it the most!

ALL INCLUSIVE

Our prices are very competitive – as a not-for-profit organisation, we work on a 'break even' basis in order to keep prices as low and affordable as possible for you. Package A is our three-day, two-night package which includes all accommodation, food, wine receptions, entertainment as well as a jam packed programme of inspiring Psychology CPD that's tailored just for you, all for just £325 (early bird rate).

We also have half conference packages, one-day CPD opportunities (which include the evening wine receptions, so you get a chance to network too) as well as a non-residential package for the full conference, so there's something for everyone.

UPDATES

Join our Facebook page (The ATP: The Association for the Teaching of Psychology) for regular updates about conference and don't forget to join us on Twitter #atpconference2018

KEYNOTES

PROFESSOR GRAHAM HITCH, UNIVERSITY OF YORK

Fifty years on from the modal model of memory;

Some things old some things new

The 'modal model' captured the emergence of a new theoretical approach to human memory that became dominant in the late 1960's, the classic example being that of Atkinson and Shiffrin (1968). The dominance did not last long, with a direct challenge from the Levels of Processing framework of Craik and Lockhart (1972), and the emergence of a new view that distinguished short-term storage from working memory (Baddeley & Hitch, 1974). Despite these and other challenges, however, the modal model continues to influence both teaching and research on human memory. I will discuss the nature of this influence by considering subsequent developments and likely future directions, taking a somewhat personal perspective.

Biography

Professor Graham Hitch MA MSc PhD
CPsychol is Emeritus Professor of
Psychology at the University of
York. He is best known for
his work with

RENCE 2018 LEEDS

Alan Baddeley in developing a Working Memory Model. Professor Hitch began his academic career with a BSc degree in Physics from Cambridge University, followed by an MSc in Experimental Psychology from the University of Sussex. He completed a PhD at Cambridge University before commencing his career in psychology at the University of Sussex. He is currently Emeritus Professor at the University of York. With well over a 100 publications to his name, Professor Hitch is a leading light in the world of cognitive psychology and memory.

PROFESSOR DARYL O'CONNOR, UNIVERSITY OF LEEDS

Title: *Karōshi: Effects of Stress on Health and Wellbeing*

This talk will argue that stress may *indirectly* contribute to health risk and reduced longevity to the extent that it produces deleterious changes in diet and/or helps maintain maladaptive health behaviours (e.g., smoking, alcohol consumption) as well as *directly* by influencing biological processes across the life span (e.g., blood pressure, hypothalamic-pituitary-adrenal (HPA) axis functioning). Studies investigating the relationship between chronic stress, perseverative cognition, the cortisol response and health outcomes will be presented. The second half of the talk will describe recent work investigating the role of HPA axis responses to stress in suicide attempters and ideators. The importance of studying the effects of stress across the life course and developing stress management interventions will also be highlighted.

Biography

Daryl O'Connor is Professor of Psychology at the School of Psychology, University of Leeds and was Deputy Head of the School between 2006 and 2011. He is a registered health psychologist with strong research interests in psychobiology and currently leads the Health and Social Psychology Research Group in the School as well as heads up the Group's Laboratory for Stress and Health Research (STARlab; <https://sites.google.com/site/doconnorlab/>). Daryl is a past Chair of the British Psychological Society's (BPS) Division of Health Psychology and the BPS Psychobiology Section and he is currently Chair of BPS Research Board and Chair of the European Federation of Psychology Associations (EFPA) Board of Scientific Affairs and is a Trustee of the BPS. Daryl is joint Editor-in-Chief of the journal *Psychology & Health*. In 2011, Daryl was elected a Fellow of the Academy of Social Sciences, in 2014 he was elected a Fellow of the Royal Society of Arts, in 2015, he was elected a Distinguished International Affiliate of the American Psychological Association's Division 38 (Health Psychology) and in 2017 he was elected Fellow to the Academy of Behavioral Medicine Research.

DR ZAHEER HUSSAIN, UNIVERSITY OF DERBY

Cyberpsychology: examining the impact of technology on human behaviour

This talk will discuss the rapidly growing and increasingly studied topic of Cyberpsychology. More specifically, the talk will examine smartphone use, social networking, and general Internet use. The practical applications of Cyberpsychology will also be considered.

Biography

Dr Zaheer Hussain is a Psychologist, Researcher, and Senior Lecturer in Psychology at the University of Derby, UK. He is internationally known for his work in the area of behavioural addictions, social media, and technology use. He is regarded as a technology and addiction specialist. He has published many research papers and presented at national and international conferences. Dr Zaheer Hussain regularly contributes to leading journals in his field as Associate Editor and Reviewer. He has also appeared on radio programmes and engages in consultancy work for government and non-government organisations.

Keynote four (TBC)

BREAKOUT EVENTS

With a choice of over 40 breakout events, you'll be spoilt for choice. Sessions will include updates from awarding bodies, current research updates as well as a wide variety of teaching and learning sessions including: Teaching the new GCSE specifications, supporting lower ability learners, extending the top students, exam techniques, mental health in schools and teaching writing skills.

If you are interested in running a workshop at conference, please do feel free to email me and I would be delighted to discuss your ideas. helenjkitching@gmail.com

To book your place at conference go to www.kc-jones.co.uk/atp2018

We look forward to welcoming you to conference, with very best wishes.

Helen Kitching, ATP Conference Organiser
On behalf of the ATP Committee

MIKE STANLEY BURSARY ATTENTION ALL NQTS!

Fantastic opportunity to attend the ATP Annual Conference on 6-8 July 2018 at Leeds University. All you have to do is submit a magazine article about your reflections on a resource/lesson plan that was either successful or unsuccessful (500-1000 words) for our members' magazine: ATP Today, to be considered for the Mike Stanley Bursary for NQTs. With the bursary you will be eligible to attend the ATP Conference for FREE. The conference is an excellent opportunity to develop skills, teaching ideas and build links with colleagues across the country and Europe! It is a wonderful opportunity to socialise with others in our field both during the CPD sessions and at the wine receptions and Gala dinner. Not to mention the introductory games for new members/attendees! Visit: www.atpconference.org.uk For more details about the conference.

Please email your article to the ATP Chair, Helene Ansell heleneansell12@gmail.com by the deadline: 1 May 2018. Please include the following details in your email: Name of school or college where you are completing your NQT year, your mentor's name and their email contact.

Good luck and hope to see you at Leeds!


ATPS

 Association for the Teaching of Psychology
Scotland

NEWS IN BRIEF FROM

ATP Scotland

Saturday, 30 September 2017 saw the main event of the ATPS year – our annual CPD day, held again in the fair city of Perth.

Teachers and lecturers from all over Scotland enjoyed a keynote on Mindfulness, and a range of participative workshops and discussion sessions, with a focus on the new National 5 and Higher courses. Once again the main Scottish education bodies were represented and gave input. We were especially pleased that student teachers from the second cohort of the Strathclyde PGDE participated, along with some of last year's cohort who are now NQTs in their first teaching job! Delegate feedback on the event was excellent and planning for the 2018 event is already underway: watch this space!

News from EFPTA



There is still time to register for the EFPTA Conference in Reykjavik, on 13-14 April 2018!

The theme of this biennial Conference is 'Psychology for everyone: the value of psychology education for young people'.

If you came to any of the previous conferences in Prague (2016), Berlin (2014) or Copenhagen (2012), you'll know how interesting and enjoyable these events are, so do consider coming to this event.

Both ATP and ATPS are founder members of EFPTA, and many European countries, including those with high-performing education systems, are also members. The conference is a great opportunity to meet lots of Psychology teachers of different nationalities and learn from each other (the whole conference is held in English). The delegate fee is only £73 (£55 for students), and you can register online via the EFPTA website (www.efpta.org). Deadline for payment is 1 March 2018. The event takes place during the Easter holidays for many teachers, and as with previous conferences, it can be a good idea to combine the event with a holiday.

You may be interested to know that EFPTA is involved in several aspects of psychology education in Europe. Most recently, in September 2017, your ATP and ATP Scotland representatives to EFPTA – Jock McGinty and Morag Williamson – presented a symposium along with Slovakian colleague Lenka Sokolová at the EuroPlat conference in Salzburg, Austria. Their presentation can be found at <https://osf.io/4n3rh> – The event was jointly hosted by EFPTA and the Board of Educational Affairs of the European Federation of Psychologists' Associations.

ONE DAY CPD 10 MARCH 2018

WATFORD GRAMMAR SCHOOL FOR BOYS



In response to feedback received at our Annual Conference, and our very successful one-day events, the ATP is running another CPD event. This event will be held at Watford Grammar School for Boys on Saturday, 10 March 2018, all at the very low cost of just £50. The aim of the day is to provide high quality, low cost, CPD for psychology teachers and it will consist of interactive workshops, facilitated by experienced teachers on a variety of topics relevant to all specifications. There will be plenty of opportunity to network with like-minded professionals.

Registration will be at 9.30am and the day will end at 3.00pm, light lunch and refreshments are included. We are delighted to announce that the following workshops and speakers have now been confirmed:-

1. How to embed Mindfulness practices into your Psychology lessons – Harriet Ennis – Bootham School, York
2. Lessons from EUROPLAT 2017 – Jock McGinty – Watford Grammar School for Boys
3. Determinism and Reductionism – Telling Them Apart – Kevin Silber – University of Derby
4. Flipping your classroom – demystifying the technology – Nick Serfin

To book your place visit www.theatp.org/events
Looking forward to seeing you all there.

Deb Gajic, Treasurer of the ATP

WHY CHOOSE PSYCHOLOGY WITH US?

- ✓ Expert advice from our psychology team
- ✓ Online support network for teachers
- ✓ Free interactive digital resources
- ✓ Inclusion of practical investigations
- ✓ The inclusion of Positive Psychology
- ✓ Focus on skills development
- ✓ Transparent examining process

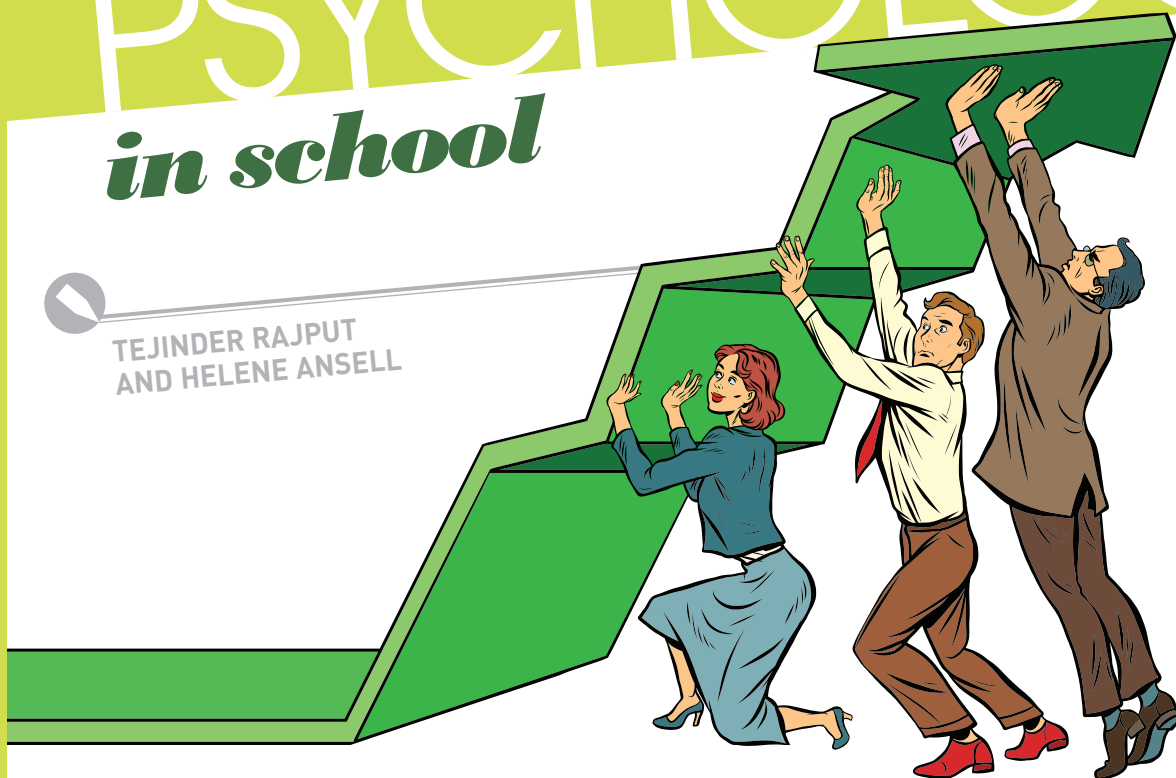
Rachel Dodge
Subject Officer Psychology



How to raise the profile of **PSYCHOLOGY** *in school*



TEJINDER RAJPUT
AND HELENE ANSELL



The promotion of Psychology as a subject within schools and colleges is becoming more significant especially since the recent reform of A Levels and GCSE's.

School budgets are being squeezed and the curriculum is being cut, especially if subjects are not part of the EBACC, Progress 8 or 'facilitating subjects' at A Level. Therefore, it becomes necessary for us to establish ways to promote the importance of Psychology in the curriculum.

Following on from discussion and feedback from many of our members we have collated your many ideas that may help promote Psychology in schools and colleges.

Invisible Teaching

Often we forget that teaching in the classroom is NOT all that we have to do. The power of 'invisible teaching' is immense. 'Invisible teaching' in this context involves taking your personality and psychology outside of the classroom and into the whole school. You can achieve this by, for example, walking in the corridors – smiling at students and having impromptu awesome conversations, participating in and organizing clubs etc. Either way, how you interact with students outside of the classroom makes a huge impact.

Strategic Plan/Vision

Another way to ensure that Psychology is integrated within the whole school is to work with senior leadership in innovations, whole school initiatives or the provision of CPD. This could involve examining how and where Psychology is important, for example, the altruism topic which is taught in Psychology can be integrated into Service Learning groups, clubs, charities or student leadership groups. Insights from cognitive psychology could be applied to revision intervention strategies. And the implications of psychology for PSHE are endless.

Student Leadership Team

Mental Health Awareness in the UK is big at the moment. You could work with the student leadership team to create awareness assemblies or activities in your pastoral groups.

PSHE

Collaborate with your pastoral groups for all year groups to incorporate key elements into the curriculum, for example, stress management, depression and mindfulness.

Cross Curricular Links with other departments

The beauty of Psychology is that it encompasses a variety of skills from a range of subjects, for example, maths and statistics, history and McCarthyism, biology – the brain and neuroscience. Try to find out when certain topics are taught across other departments and see if you could collaborate and join in with team teaching.

Lobby for Psychology to be part of the core curriculum

It may be that Psychology could be included within the Science options at GCSE or may help when discussing mindfulness in PSHE. Show how diverse and important Psychology can be by having promotional information on your notice boards in or outside of your classroom that will inspire young people to find out more.

Get Staff and parents to participate in your students' experiments

This will give everyone a feel of what the subject is about, an example could be classic Stroop Effect experiment (of course ask the Head-teacher and management team first). Forge greater links with your local university and either visit them or have the lecturers visit your school/college and hold sessions for students and teachers alike. Local BPS groups hold what's called 'psychology in the pub' evenings, it may be possible to hold a similar 'psychology in the classroom' evening.

Involvement with your school's Parent Group

Often, parents have no idea in what Psychology entails or a great many misconceptions from what they have read or seen on social media and in films. Challenge this lack of understanding and these misconceptions. This is a great opportunity to have dialogue with parents. Furthermore, parent groups are great to raise profile on certain events within school. Ask for their assistance, for example, on Mental Health Awareness activities.

Work with your school counselor or designated safeguarding team

This is incredibly important for when you are teaching topics which may be socially sensitive, for example, depression, anxiety or phobias. These members of staff need to know when these topics are taught so that provisions can be made for students. Equally, should issues arise with your students they need to be aware that there is a safe environment and a professional who can provide assistance.

Embed the school's values into your scheme of work

Showcase this to staff and management to indicate what Psychology is doing and how the values of the school are being incorporated into the teaching of Psychology.

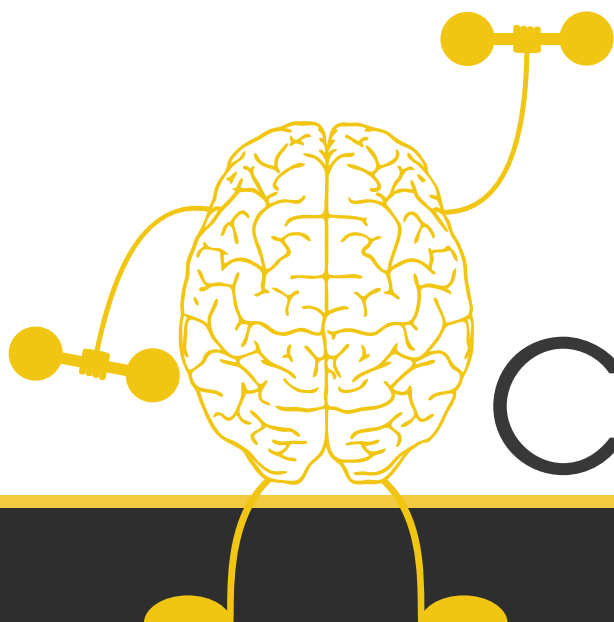
Promote a Psychology lunch time or after school club

This could be open to younger students and could be used to help promote study skills such as memory and mnemonics, or maybe even cover some things that are not in the specification such a personality, intelligence or animal behaviour. This could become a Psychology Society where you make the most of mental health awareness or world book days. Maybe have a big display board/cabinet in the school or college entrance with interesting objects to raise curiosity. Finally, you could try True/false quizzes in the club or in assemblies that bust the myths about left brain/right brain or that we only use 10% of our brains. It may also be possible to show interesting short TED talks or You Tube clips that will help generate questions and enthusiasm for our subject. You could even run a Psychology film club in order to show all those interesting and relevant films which are simply too time consuming to fit into day to day teaching. The Psychology Toolkit on Resourcd may help with ideas for exciting activities.



Taster sessions and Open Days

Ask for the assistance of your current students to help create an innovative presentation on what they have learnt, or conduct an experiment based on one of the topics they have learnt. Ask prospective students and parents to participate in these experiments. Equally, show case work which hooks prospective students, for example, creative videos on topics within the subject.



THE RO CHARACTER

in the A Level psyc

A focus of positive psychology is that character strengths contribute to individual wellbeing and happiness (Lounsbury et al., 2009) and the suggestion that character strengths are malleable traits (Peterson & Seligman, 2004) encourages the idea that character can be developed and nurtured in schools.

Positive Education is a recently developed paradigm bringing together the science of positive psychology with best-practice teaching to encourage and support schools and individuals within their communities to flourish (Norrish et al., 2013). Fostering positive relationships with others is central to student wellbeing and when students experience positive emotions they create the framework for engagement and successful relationships with peers and teachers.

There are five broad and interrelated wellbeing domains that are targeted within Seligman's Wellbeing theory (2011); positive emotions, engagement, relationships, meaning, and accomplishments – **PERMA**.

The domain of **positive emotion** reflects students' capacities to anticipate, initiate, experience and build positive emotional experiences (Norrish et al., 2013). Schools and teachers that promote positive emotions such as gratitude, hope, and inspiration in students not only fulfil a worthwhile goal themselves, but the positive emotional experiences are also beneficial to student wellbeing.

Positive engagement involves students being engaged, highly interested, curious, and pursuing goals using character strengths such as zest. There is substantial evidence that engagement is associated with wellbeing, learning, and the accomplishment of important goals (Froh et al., 2010).

Positive accomplishment is defined as the development of individual potential through striving for and achieving meaningful outcomes (Norrish et al., 2013). It may be expected that students who demonstrate perseverance to work towards valued goals and resilience despite challenges and setbacks, will be successful with their A Level studies.

Positive meaning includes the intrinsic value of contributing to others and the community, providing a strong rationale for a focus on purpose within schools (Norrish et al., 2013). The view that positive traits and emotions would flourish best in the context of positive schools is supported by Duckworth, Steen and Seligman

(2005). For example, positive schools help students to understand the relevance of their character development to their short-term success and their long-term future. Additionally, there is evidence that doing things for others eg: students working together in active group tasks and having a sense of meaning in their A Level studies, contributes to psychological and physical health (Post, 2005).

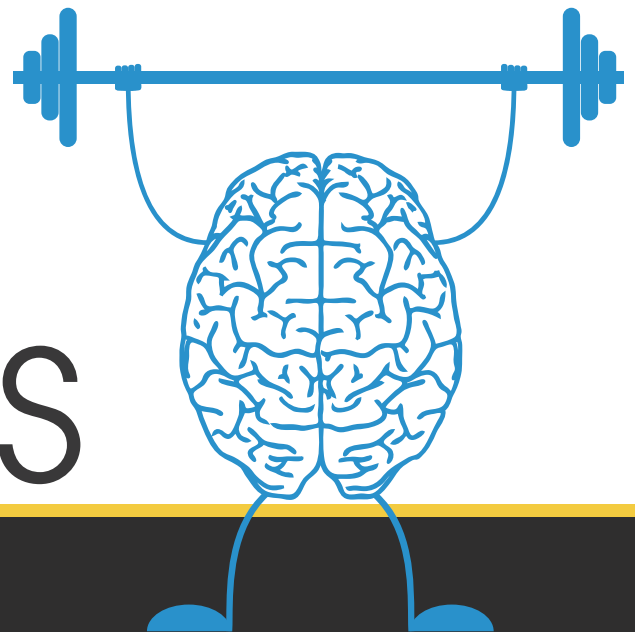
There are five broad and interrelated wellbeing domains that are targeted within Seligman's Wellbeing theory (2011); positive emotions, engagement, relationships, meaning, and accomplishments – PERMA.

Strong social and emotional skills are central to the **positive relationships** domain as they help create nourishing relationships with self and others (Norrish et al., 2013). The social domain of an active learning classroom should be emphasised as adolescents with strong, positive social relationships tend to experience high self-esteem and academic success (Harter, 1999). Moreover, supportive school relationships have been linked with adolescent wellbeing and resilience (Stewart, Sun, Patterson, Lemerle & Hardie, 2004). Thus a school environment that supports collaborative learning is essential for positive relationships to occur.

The science and practice of positive psychology has great promise for education and if schools could teach both the skills of wellbeing and the skills of achievement, positive education would occur (Seligman, Ernst, Gillham, Reivich & Linkins 2009). It is thought that through life experiences and our environmental setting, strengths can be shaped (McCullough & Snyder, 2000) and this encourages the idea that character can be developed and nurtured in schools. Similarly, character strengths can help young people to thrive and

LE OF STRENGTHS

hology classroom



JOCK MCGINTY • Watford Boys Grammar School

are associated with the smooth transition to adulthood (Park & Peterson, 2009). Those character strengths that help A Level students to flourish serve as a key resource in schools and can be used to develop a model that may allow the prediction of academic success.

From the perspective of positive psychology, the processes and predictors of flourishing are becoming more fully understood in the context of society. Schools are uniquely placed to reach out to teach positive psychology and good character is seen as supporting the important positive adaptation process of children and adolescents in schools through positive education (Green, Oades & Robinson, 2011). An awareness of character strengths and how to use them when learning psychology, has positive implications for the mental health of our students and develops their mental health literacy.

Next, we examine how positive psychology can be applied to the context of teaching psychology and thus show how the skills of wellbeing and the skills of achievement can be taught simultaneously (Seligman, et al., 2009).

The character strength of prudence shows that students are aware of how practical reasoning in class can help them achieve their long term goals (Park & Peterson, 2006) and that working effectively is beneficial for attaining high A Level Psychology grades. Making reasoned choices about being attentive, taking notes and showing positive behaviour for learning e.g., asking pertinent questions. Learning is an active process that requires the engagement of students and it is thought that it is the active aspect to learning that helps build on students' prior learning and creates reflective learning (Richmond & Kindelberger Hagan 2011). Teaching strategies such as Jigsaw techniques are excellent ways for providing students with the opportunity to peer teach and question each other in order to help construct their understanding independently from the teacher (Perkins & Tagler 2011).

Psychology Applied Learning Scenarios (PALS) provide students with the scope to apply their own knowledge to a contextualised problem (Norton 2004) and in doing so, students discover for

themselves how to make reflective judgements about how psychology can be applied to real life. It could be argued that this type of problem-based learning is ideally suited for developing the character strength of Perseverance as it requires students to consider deeply how to apply theoretical concepts in Psychology and thus, higher level thinking is required in order to think critically about PALS and their own learning.

Active learning requires the skills of discussion and debate to be practised. The character strength of Teamwork can be used here to develop cooperation amongst students so that the learning of Psychology is maximised through the effective exchange of thoughts and ideas; thereby positive relationships with peers and teachers are constructed. Similarly, self-control encompasses working effectively at home where often, it could be argued, some students do most of their work using the internet to access information for homework and independent learning e.g., Flipped Learning. This aspect of home learning in particular incorporates the strength of curiosity as it involves taking an interest in psychology for its own sake; the study of psychology for its own intrinsic value is clearly desirable.

The expectation of successful outcomes on difficult and challenging tasks is likely to reduce stress levels and anxiety experienced by students and therefore is important for student wellbeing and the emotions they feel. A Level Psychology is often found to be a challenging subject as it is not part of the National Curriculum and thus is not always taught to GCSE level. Hence much of the terminology and concepts are new to students when they begin an A Level Psychology course. Therefore A Level teachers should ensure that the tasks they set are challenging yet realistic so that students gain a positive sense of accomplishment when they complete the task e.g., a research methods task on experimental method could highlight the 'How Science Works' aspects from GCSE Science so that students have a point of reference from where to start the task.

Allowing students to actively learn from one another provides

them with tremendous gains in academic interest and development (Richmond & Kindelberger Hagan 2011) and requires students to work well together as a group or pair. The technique of Think-Pair-Share means each student is dependent upon the other in helping to scaffold their learning; though this is dependent upon a secure learning environment and each student having a fair and equal opportunity to contribute and feeling as sense of positive accomplishment in doing so. Strategies can be implemented by teachers such as measuring the number of contributions made or questions asked, in order to ensure all students, have access to learning. Additionally, this type of assessment provides teachers with information about the students' existing knowledge and understanding of psychology. This allows teachers to tailor instruction accordingly by providing feedback on answers, setting targets for feedback and questioning. Thus, the strengths of

Teamwork and kindness are crucial for building positive relationships in an active learning classroom.

Character strengths in the teaching of psychology show much promise through the use of active learning strategies and may help teachers to understand psychology students from the broader perspective of positive psychology. This is helpful as it shows that good character in the context of schools has important implications for the teaching of psychology. Learning occurs not just within people but among them, and character strengths can facilitate the process of active learning.

Allowing students to actively learn from one another provides them with tremendous gains in academic interest and development (Richmond & Kindelberger Hagan 2011) and requires students to work well together as a group or pair.



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TRIED AND TESTED

Here are some ideas that you could integrate into your teaching I've tried with my own students.

GRAFFITI WALLS

Resources needed: Tables, whiteboard pens and baby wipes.

How: Depending on how many tables and students you have, students can work in pairs or independently and will work on the surface of a whole table. Assign students with a topic area, and let them create a mindmap of their knowledge for about five minutes, then ask them to circulate around the room in five-minute intervals, adding or challenging each mindmap they see. When students return to their original table, they can read the additions/challenges and reflect on areas of weakness and strengths and create an action plan.

Why: It's a fun summative task that allows students to recall their knowledge and recognise their weaknesses and it provides an opportunity for you to wander around and support students who need some prompting, it also benefits lower ability students as they have an opportunity to see higher ability thinking. I've also used this as a self-esteem boosting exercise for those students who are adamant they know 'nothing'.

Student reaction: A few students thought I was crazy, most were keen to participate and others were so excited, that marker pen ended up on their faces, hands, clothes.

HEXAGONS

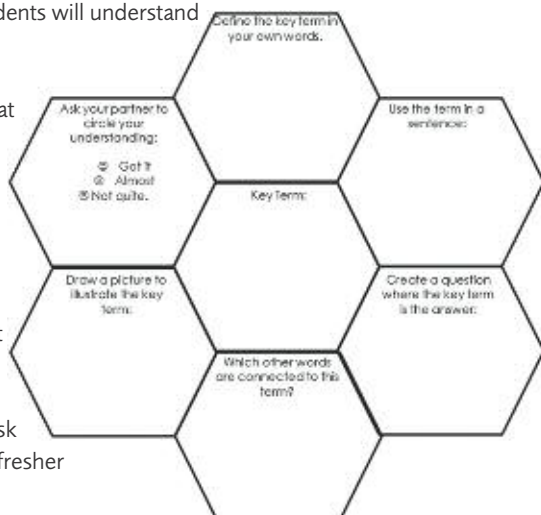
Resources: Template and an array of key terms.

How: A premade template is given to students with a list of key terms to choose from. The key terms should range from 'easy' to 'challenging' to allow for differentiation. Students choose a key term and write it in the centre of the hexagon, and then begin to complete the 6 short tasks around the outside which range from defining to abstract thought – these mini-tasks can be changed to suit the key terms – one of the hexagons is also a peer-assessment task.

Why: It's a really quick starter or plenary that keeps students occupied and also assesses knowledge of key terms. The peer-assessment feature means that this task is completely student-led. I usually use this as a starter to allow students to settle in, address late students and I can also see which key terms students are avoiding.

Student reaction: The template is self-explanatory but try not to assume all students will understand how to use it.

My students complained that I didn't cut around each side of the honeycomb shape (!) and hated this activity for that reason alone, however, they thought the task was a quick refresher of key terms.



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@Findlotte

STRUCTURE STRIPS

Resources needed: Knowledge of assessment style and some time to create your own.

How: Structure strips provide guidance for extended writing by providing prompts for each paragraph or assessment objective. They can include extension questions for those students who want to reach higher mark bands and can include a collection of key terms needed for lower ability students. I tend to make one for specific essay questions, but you can make them generically to walk students through essay structure in general.

Why: It allows students to understand how to structure extended writing assessments and encourages them with prompts to write clearly and coherently. The great feature of this resource is that it's completely adaptable for all subjects, key stages and student ability.

Student reaction: Initially, they hated the idea of having to write an essay but after using structure strips, all said they felt they were a useful resource to support their writing styles and requested strips for other essay styles.

Describe and evaluate the Humanistic approach to Psychology [14]

Start by describing the Humanistic approach [6]:

- How do they view humans? [assumptions]
- Who are the main theorists and what are their key ideas?
- What research methods do they use? And why?
- **EXE:** Can you link in any issues and Debates?

Try to evaluate points you've **already made** in your description using a clear PEEL structure [10].

Make points, explain them with examples, challenge them if you can and summarise your point:

Hints:

- What does Humanism ignore? And how does it compare to other approaches?
- Are there any practical applications? Are they successful?
- Can we test these theories?

SPEED-ASSESSMENT

Resources: Marking criteria broken down into small steps.

How: These will need to be made to suit your cohort of students and can be adapted for each assessment. With over 70 A Level students, I use speed-assessment criteria to mark mock exams in a reasonable amount of time. Essentially, I break down assessment objectives and mark scheme into bullet points, and circle the points that students have achieved under a 'What Went Well' heading and circle appropriate bullet points under an 'Even Better If' heading for tasks that students need to complete as a correction task.

Why: It allows you to give personal feedback but without repeating every sentence in writing and saves a lot of time. Students can clearly see 'What Went Well' for them and where they need to improve, including the correction tasks to do this.

THE ROLE OF EMOTION IN DECISION-MAKING

DECISION-MAKING

Current research has shown a new perspective on the relationship between emotion and decision-making. Pfister, et.al, (2008) concluded that emotions do not merely influence an otherwise non-emotional process but are part of virtually any decision-making process.

Affective neuroscience data has also shown how emotions and feeling arise and how they influence judgment and decision-making processes. By examining research on the role of the prefrontal cortex, especially the orbitofrontal, ventromedial and lateral areas of the brain, the bio-psychological models provide a foundation for understanding the influence of emotion on judgment and decision (Winkielman, et. al., 2007).

There are two views regarding the effects of emotion on decision-making. One view maintains the 'feelings as bias inducer' perspective which suggests that feelings influence decisions in certain ways which can be harmful to decision-making (Seo & Barrett, 2007). Feelings can affect judgment so that people make judgments consistent with their emotional state at the time (Forgas, 1995). Intense unpleasant and negative feelings can lead people to favour short-term rewards and concentrate on incentives for the moment while disregarding the possibility of long-term negative effects (Gray, 1999).

Another view, show a 'feelings as a facilitator' perspective which proposes that emotion can facilitate and enhance the decision-making process (Damasio, 1994; Seo & Barrett 2007). This view suggests that the effect of emotion through the Affect Heuristic is more efficient than analytical reasoning. Emotion and affect are faster than cognitive processes in reaching a decision, but cognitive processes can be used to justify decisions based on affective and emotional reactions (Finucane et. al, 2000; Zajonc, 1980).

Among the most significant findings in the role of affect in decision-making were shown in the Somatic Marker hypothesis (Damasio, 1994) which illustrate that one's thought is made mostly from images with perceptual and symbolic representations. With a lifetime of learning these images are marked with positive and negative feelings linked to somatic/bodily states. When a negative somatic marker is linked to an image of a future outcome it signals alarm. When a positive somatic marker is linked to an image of a future outcome it encourages a reward/incentive.

The absence of these somatic markers in people with some type of brain damage degrades decision performance, so these markers increase the accuracy and efficiency of decision process (Finucane et. al., 2000; Damasio, 1994). Recent studies in Affect Heuristic (Svenson & Slovic, 2002; Finucane et. al, 2000) have shown that images marked by positive and negative feelings can guide the decision-making process.

POSITIVE EMOTION AND NEGATIVE EMOTION

Research evidence show that positive and negative feelings have

different influences on the decision-making, people who experience positive feelings, process stimuli in a more inclusive and flexible manner which promotes creativity – this is called the generative orientation. Generative orientation is defined as an orientation towards being exploring, achieving results by taking risks and willingness to gamble some losses in the process (Seo, Barrett & Bartunek, 2004; Isen & Means, 1983).

In contrast, people who experience negative feelings process stimuli in a more effortful, systematic and piecemeal manner – this is called the defensive orientation. Defensive orientation is defined as an orientation towards avoiding possible unpleasant results at all costs in spite of possible opportunities to achieve better outcomes (Seo, Barrett & Bartunek, 2004; Edwards & Weary, 1993).

Fredrickson (2001) elaborated on these two action orientations, positive feelings broaden a person's action repertoire by being exploring, learning, creating and playing. However negative feelings narrow this repertoire by urging defensive actions like escaping, attacking or expelling. Some illustrations of these actions are often seen in daily activities like approaching tasks for learning, finding new ways of problem-solving, pursuing new goals. But at other times, the same tasks are approached defensively like saving face, meeting deadlines and avoiding the risks.

Self-regulation offers a necessary connection in which emotion can be integrated. The emotional phenomena represent significant means of self-regulation that help human beings deal with their environment. Therefore, it appears that the contribution of human emotion in self-regulation is important and extensive (Damasio 1994).

EMOTION REGULATION

Emotion regulation, one form of self-regulation, involves the changes in emotion dynamics, which includes the latency, rise time, magnitude, duration and offset of responses in behavioral, experiential, or physiological domains. Emotion regulation may dampen, intensify or simply maintain emotion, depending on an individual's goals (Gross and Thompson, 2007).

Researchers argue that the two perspectives on the effects of emotion on decision-making focus on two different processes. The 'feelings as a facilitator' view focus on 'how' a person experiences feelings during decision-making since it implies that emotion facilitate decision-making, regardless of what one will do with these feelings. In comparison, the 'feeling-as-a bias inducer' view focus on what a person will do with these feelings. This means that not all feelings initiate bias to decisions, the influence of feelings depend on how a person deals with the emotion during decision-making. To integrate these two views, it is proposed that people can experience intense feelings during decision-making and simultaneously regulate the possible bias-inducing effect of these emotions (Seo & Barrett 2007; Forgas & Ciarrochi 2002; Schwarz & Clore 1983).

ON REGULATION IN



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EMOTION REGULATION AND DECISION-MAKING

The feelings-as-a-bias inducer perspective (Forgas, 2000; Seo and Barrett 2007) explains that people differ in affective regulation. Some individuals engage in 'substantive processing' in which they are generally unaware of their current feeling states and therefore experience extensive and direct infusion of their feelings into their judgment and decisions. The other kind is called 'motivated processing', it is a more controlled, directed strategy in which the bias-inducing effects of feelings are regulated as people become aware of and actively manage their emotional experiences.

Based on this perspective, the judgments and choices of people high in emotion regulation are less likely to be influenced by their feelings during decision-making. It suggests that these individuals are likely to achieve higher performance in decision-making tasks because their decisions will be more protected from the possible biases induced by their feelings. However, those people with low emotion regulation may not perform well in decision-making tasks because their feelings constantly influence their choices (Seo and Barrett, 2007). From these it follows that emotion regulation can be positively related to decision-making performance.

EMOTION DIFFERENTIATION

According to Barrett, et.al (2001), emotion differentiation is an individual's ability to distinguish among a variety of negative and positive emotions. It is also considered as the degree to which a person can identify, distinguish, and describe specific feeling states (Seo & Barrett, 2007).

Some people experience their emotions in a definitive and differentiated manner; they display distinctive representations of their feelings across time. In experience sampling, data from this group of people showed smaller correlations between negative

emotions like anger, sadness and nervousness or between positive emotions like happiness, relaxation and enthusiasm.

In contrast, another group of people represent their emotional experiences in an undifferentiated

manner in a single pleasant-unpleasant dimension experience sampling data from this second group showed large positive correlations between negative emotions or between positive emotions (Barrett, et. al 2001; Barrett, 2004; Feldman, 1995).

The importance of greater emotion differentiation is viewed in its association with more emotional knowledge which provides substantial information on how to deal with an affective experience within the larger situation (Seo and Barrett, 2007). Examples of these emotional knowledge includes the abstract cause of an experience (ie., we become angry with someone, afraid of something, sad about something), its relational context, the expected bodily sensations, its expressive modes (ie., display rules for expression) and sequences of action, to take to reduce or enhance the experience (Barrett et. al 2001).

DECISION-MAKING PERFORMANCE

The findings of Seo & Barrett (2007) has shown that contrary to popular beliefs 'cooler heads prevail', feelings and emotions experienced during decision-making can have positive effects on the performance. Those who experience feelings with greater intensity achieved a higher decision-making performance. However, consistent with another popular belief 'don't let your emotions ruin your life', those who regulated their feelings, also achieved higher decision-making performance.

From these findings, the popular prescription 'ignore your feelings' is not the right way for emotion regulation. The results indicate an opposite way, those individuals who better understand their feelings during decision-making and who were able to express them in a more detailed and differentiated manner, were more able to regulate their emotion and achieved better results (Seo & Barrett, 2007).

Consistent with findings from earlier studies, recent results indicate that emotion regulation is more effective in the emotional differentiation of negative feelings but not positive feelings (Pratto & John, 1991; Barrett et. al., 2001). Negative emotion differentiation not positive emotion differentiation can lead to greater self-regulation of emotion. Therefore, there should be an emphasis on developing an individual's ability to describe and differentiate negative feelings during decision-making.

This research also provides evidence that both the functional and dysfunctional effects of feelings on decision-making can operate simultaneously. Better decision-makers were able to describe their feelings in a clear and more differentiated fashion (Barrett, et. al. 2001; Seo & Barrett, 2007) but poor performers ignore their feelings. In particular it shows strong support that feelings can facilitate the decision-making process because subjects who were ignorant and less able to identify their specific feelings of the moment performed worse in the study by being influenced more by the feelings they ignored while better decision-making performers were more attentive to their feelings.

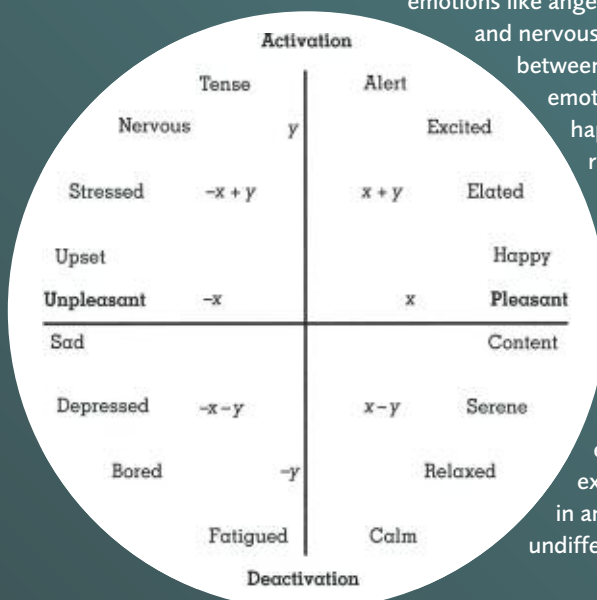


Diagram of Two-Dimensional Structure of Core Affect (Barrett & Russell, 1998)



Bringing Mindfulness to Schools

John Cooter talks to Richard Burnett,
Co-Founder and Director of
Mindfulness in Schools Project.

Mindfulness seems to be everywhere these days: from psychotherapy, to sports coaching, to agony aunts and (oh dear) colouring books. It's described as everything from a fad to a panacea. With roots primarily in Buddhism, mindfulness is thousands of years old and at the same time very 21st century. Millions of people around the world practise mindfulness in their daily lives. Its benefits and mechanisms are researched extensively by neuroscientists, medical researchers and psychologists: type 'mindfulness' into Google Scholar and you will get about 368,000 results.

Jon Kabat-Zinn, Professor of Medicine Emeritus at the University of Massachusetts Medical School and one of the founders and developers of contemporary secular mindfulness, defines it as, 'Awareness that arises through paying attention, on purpose, in the present moment, non-judgementally'.

Mindfulness training involves learning a form of meditation and then applying some of its techniques, attitudes and insights in our everyday life. Being mindful will help us deal with difficult and stressful situations more skilfully and also appreciate being alive more deeply and intensely. We come to experience life moment by moment instead of always dwelling in the past and future of our worries and concerns, stepping out of the autopilot of the 'doing' mode and switching into the 'being' mode of authentic experience.

The standard adult training for mindfulness is either the eight-week Mindfulness Based Stress Reduction programme (MBSR) created by Kabat-Zinn, or the similar Mindfulness Based Cognitive Therapy (MBCT). Although the basic idea of mindfulness is simple – learning to pay attention in the moment – it is a skill that

requires some perseverance to understand and to experience the benefits.

Ten years ago, the Mindfulness in Schools Project was conceived with the intention of teaching mindfulness to 11 to 18 year olds, using a specially-tailored version of the adult programmes called .b, which stands for 'Stop and be'. As a teacher delivering the .b programme myself, I was excited to be able to interview Co-founder and Director of MiSP Richard Burnett.

What has been your own experience of teaching mindfulness: how do your students take to it?

I've been teaching it about 15 years now and the way students take to it is largely positively – not universally, but there are few negatives. Those who don't take to it are not anti, but they just think, 'it's not for me. I see where you're coming from, but I probably

won't use it'. Occasionally you get resistance from kids who just don't like it and don't want to do it. But an experienced well-trained classroom teacher will be able to spot those students and manage it without upsetting anyone.

The weekly sessions end with some instructions for guided home practice to do, which they can access online. Do they do it?

In all honesty, no, not nearly as often as we'd like! We describe this as the holy grail. It's probably 5% who do develop some kind of regular practice but I would say it's more like 60% who apply it strategically in their everyday life. They are outside an exam, they are terrified; what do they do? A quick .b! Or they are in an exam, they have a brain freeze – they notice their breathing; they've had an argument with their parents, they're having a row, what do they do? They feel their feet on the floor. They deploy it as a skill, very practically, in certain situations.

What sort of things can mindfulness claim to offer to help young people with?

I would say we are increasingly talking about four areas where it might help. One is wellbeing. It does help with stress and anxiety but it's important it's not perceived to be a clinical mental health intervention. It's much more about helping young people to flourish and be at their best. With some it might be they are very anxious and they need some help with that, but with others they might already be performing at a very high level in sport or drama, or in music or academically and they want to do better and to feel happy. The second category is cognition: things like attention, concentration, planning, working memory. We're very cautious about those claims, partly because they are not yet as proven as the mental health benefits, but also in a school context exams and attainment are the cause of the anxiety so if you are presenting .b as something that improves exam performance it can be oxygen on the fire of anxiety. On the other hand, there have been many students who have used it to calm themselves in exams. The third area is social and emotional outcomes: relationships, self-esteem, optimism, trust. The last area needs some care, but it concerns behavioural aspects like self-regulation, impulse delay, reducing oppositional behaviour. Sadly I fear it has been used in some places as a punishment. You know, 'go into detention and do some mindfulness!'. That is absolutely *not* what it should be.

So, what evidence is there for the benefits of teaching mindfulness to children and adolescents?

There have been five systematic reviews, including 61 studies that were RCT experimental or quasi-experimental designs, and there is more and more research coming out. Is it conclusive? One of the things we mustn't underestimate is that there are very few negative outcomes. In terms of the positives there is not yet the evidence that there is in the adult world. I would say that it's very encouraging, suggesting benefits in the four areas I've mentioned, but that there probably aren't yet enough large scale RCTs with comparable measures to be completely sure. It takes time to build the right research. But there is more and more research coming out and a new review by Katherine Weare of Exeter and Southampton Universities is in press at the moment.

What research has MiSP been involved in?

We have the early stages of the Oxford University MYRIAD project and what we are discovering is just how difficult it is to train teachers to deliver it well in the classroom. It is not a walk in the park. And what is it we are measuring? If all the kids understood and practised mindfulness we'd have some meaningful measures – but they don't. We have a sound curriculum we think, with good resources, but it's really hard to teach it well in the classroom setting. How do you measure the sowing of seeds? What's been rewarding for me is the emails I've got years later from kids I've taught who were very sceptical at the time saying, 'You remember that thing we did? Where can I learn more about that?' To be honest, part of our objective in schools is to raise awareness of it as a life skill which even if they don't take to it right there, lodges in their mind as a possibility for when they are older.

There have been some negative research findings recently about teaching mindfulness to teenagers, concluding that they are too cynical for it to work?

Firstly, this was just one study. I think the trainer was also one of the researchers, who was a mindfulness practitioner but not a classroom teacher so had no pre-existing relationship or rapport with the class. It was sincerely meant but too top-down. In MiSP, it is absolutely the first principle that the best people to teach it are the teachers in the school who know the kids, know about



JOHN COOTER



classroom management and pedagogy. The mindfulness teacher has to be very gentle, kind and nurturing and compassionate on the one hand, but if Johnny is poking Jamal in the back with a pencil you have to tell him firmly not to do it! Classroom management remains very important. One of the studies was also a whole school intervention – they involved parents and the school in making sure the students did their home practice. This is absolutely how not to introduce mindfulness to teenagers! The project smacks of a well-intentioned and probably very experienced mindfulness instructor going into a school environment without understanding what happens in schools and how to involve them. Having said that, even if you do get well-trained teachers delivering it in class as best they can, I still think it's going to be challenging because you are not getting the 'dosage' or practice as the adult MBSR, where participants have chosen to do it. So of course you are not going to get the same effect. But it takes you back to what are the objectives: they are to sow the seeds, raise awareness, to help them taste it. Some will connect, some won't. It's a different audience in a different context.

Is mindfulness here to stay, or is it as some say just another fad?

Yes I really think it is here to stay. The form that it takes is unclear, but it will endure. There is too much evidence of its effectiveness and too many people who have practised it and enjoyed it and got something out of it for it to just disappear. I think in education there is a risk of it being a fad if it expands too quickly and is being taught in schools by inexperienced people and the approach is too top-down. For example, if OFSTED insisted it's taught in schools then it could become a matter of schools just ticking the box, and it will be rubbish: the schools won't be into it, the teachers will be cynical about it and the kids won't like it. What needs to happen is a slow steady growth of committed practitioners who understand the benefits, can model it to young people and begin to sow it into the schools from the bottom up, but with support from the SLT. You can't force it on people though. If it's a fad, and I hope it's not, it will be because it has grown too quickly or been implemented badly.



Mental Health and WELLBEING IN SCHOOLS

LUCINDA POWELL

At the end of last year I decided I needed to figure out what I was going to do with the next 30 years of my working life (assuming that the retirement age will continue to go up it may well be more). I don't want to spend all that time as a classroom teacher, as much as I love it, and I am not entirely sure that I am keen on rising up the SLT ladder. So I have taken a sabbatical to try to understand the debate around mental health in education, something I feel passionate about. My journey is just beginning but I am amazed at what is going on out there. I don't know if I was particularly closeted in my classroom or whether I was just buried under too much marking and planning to take notice, but just in case you are interested and can't quite face the research I thought I would share some of the things that I have discovered so far.

Mental health is on the agenda, there is no getting away from it, there are a plethora of official reports that go on about mental health and how schools are an important part of the mental health picture and every school should be implementing a whole school approach to mental health. As I write, we are still waiting for the promised green paper.

To paint a picture of the landscape I will start with a few stats: 1 in 10 children will suffer mental ill health; 1 in 4 children show some evidence of mental ill health; 75% of adults with mental health problems experienced mental ill health before the age of 18; In 2014, figures were published suggesting a 70% increase in 10-14 year olds attending A&E for self-harm related reasons over the preceding two years; suicide is the most common cause of death for boys aged between 5 and 19; children's mental health services receives just over 6% of the total amount the NHS spends on mental health; only 25-35% of those with a diagnosable mental health condition accessed support (it is really the case that if you want help from CAMHS, you have to act on suicidal thoughts, just having them isn't enough!) However we are also seeing a rise in media headlines and awareness so it is difficult to know whether there really is a rise in mental ill health amongst young people or whether people are more able to talk about it so reporting is higher, a longitudinal study is due out next year which will give us a much more robust understanding of exactly what is going on.

Regardless of the numbers, any child or young person has the right to good mental health and it is important that we (as adults) do all we can to give children the tools to maintain the good mental health. It is therefore logical that the best place to educate children about mental health is in schools, just as it is a great place to educate them about sexual health, physical health and all the other PSHE topics that might be covered.

However, the pervasive nature of mental health means that schools need to do more than just teach a few PSHE lessons on resilience. The Leadership, governors, staff, pupils and parents must decide what their school needs, and this is not a case of parachuting in a couple of days training. Schools need to promote positive mental health: well being and resilience needs to be embedded at the very core of the school ethos and will only happen if the whole school community is on board.

I know: teachers are not mental health professionals, they can't cope with another thing to do and more training. There is some great training going on and it is really important that teachers understand signs of depression and anxiety and know how to deal appropriately

with children in their classrooms who may present with mental ill health. But what I think many people miss, mental health experts and teachers alike, is the amazing things teachers do every day to support good mental health in the students they teach.

Regardless of where your school maybe on their 'mental health and well being journey' there are simple things that everyone can (and probably is already doing) with their classes and tutor groups. So, take a moment to look at the list below (not exhaustive) and reflect on the things you do in your classroom that are already promoting well being and good mental health.

- ✓ Model failure and resilience
- ✓ Promote a growth mindset
- ✓ Get active
- ✓ Encourage teamwork and collaboration
- ✓ Give feedback in a non-judgemental way
- ✓ Ask students how they are
- ✓ Laugh with your students
- ✓ Ask them to reflect positively at the end of lessons on what they have learned
- ✓ Ask them what they are proud of
- ✓ Challenge them
- ✓ Don't judge them
- ✓ Create a safe environment where they know that failure is allowed, or even actively encouraged.

In this sort of safe learning environment students should have the opportunity to thrive (and hopefully take these skills to other lessons).

I have now been blogging about this for a while and talking to mental health professionals, young people and teachers about the things that are happening in schools. I believe that schools can make a huge difference without teachers having to take on a greater workload. By working as a community there is an opportunity to give all young people the best possible start.

I want to share one last thought that I have heard now so many times from so many young people: if you are in a position where a child opens up to you please do not ignore them, it will have taken a huge amount of courage for that young person to come forward and all they want is someone to listen. All you need to do is listen without judgement and guide them to the right help.



Further Reading

Department of Health (2012) *Future in Mind*: <https://www.gov.uk/government/publications/improving-mental-health-services-for-young-people>

Department for Education (2016) *Mental Health and Behaviour in Schools*: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

Frith, E. (2016) *State of the Nation* published by CentreForum

British Psychological Society (2017) *What good looks like in Psychological services for schools and colleges: Primary Prevention, early intervention and mental health provision*.

Resources

There are so many resources available that I can't list them here so I have collated lots of them on a web mix site via @symbaloo:

For free resources & advice:
<https://www.symbaloo.com/mix/mentalhealthpublic>

For paid for school resources:
<https://www.symbaloo.com/mix/schoolmhwresources>

Visit my facebook page for regular updates @changingsatesofmind or twitter @sixthformsavvy or join the facebook group 'Whole School Mental Health and Wellbeing'

MOTHERS' RESPONSES TO THEIR BABIES' DISTRESS HELPS PREDICT INFANT ATTACHMENT

EVIE BENTLEY

• www.sussexsciencetutor.co.uk

Psychological research shows that an infant's emotional stability and secure attachment to their mother or other significant person is very important for the child's future development. The research suggests that although across cultures the majority of babies do make secure attachments, there is a considerable minority that do not. These less fortunate babies may show insecure-avoidant attachment (avoiding the mother when feeling uncomfortable and generally showing little emotional responses) or insecure-resistant attachment (quickly becoming emotionally overwhelmed and being inconsolable when feeling uncomfortable). Not only is this insecurity less beneficial for the babies and for the family, it is likely to lead to relationship problems and/or dissatisfaction in the future.

A recent study supports this view but suggests the responsiveness of the mother-figure to the baby may be a more important factor than was originally thought. It suggests that the factors which can predict infant avoidance or resistance include the mother-figure's physiological and emotional responses when the young baby is distressed.

Groh et al's (2017) sample of mothers and infants was ethnically and socio-economically diverse, with half being African Americans and half being European Americans. Of the 127 mother and baby pairs in the sample half were low income, below the USA federal poverty line with an annual income for a family of three below \$15000, and half above it.

Each mother's physiological response to their six month old baby crying was recorded as a measure of heart rate variation relative to rate of breathing known as the RSA*. It is controlled by the autonomic nervous system and a decrease in RSA is a sign of coping with a challenge, such as a crying baby. The mother's expressed emotion when the baby cried was also noted.

Six months later, when the babies were 12 months old, the mother-baby interaction was assessed again using the well-known Strange Situation.

The results of the study showed that mothers with slightly lowered RSA, meaning reduced control of their physiological responses, when the crying babies were six months old, were most likely to have insecure-avoidant babies at 12 months of age. This slight reduction in RSA means that these mothers were not very emotionally engaged, and suggests a reduced ability to cope and possibly from this the babies, when upset, learnt that the mother is not a source of good comfort and so do not seek them out. The mothers who were emotionally neutral to their six month olds were most likely to have insecure-resistant babies at 12 months of age. Perhaps the lack of much maternal emotional response leads these babies to increase their signs of distress in an attempt to bring comfort to them.

The responses from the mothers with lowest RSA levels when their six month old babies showed distress were linked to the development of securely attached behaviour when the babies

reached 12 months of age. These mothers were emotionally very responsive to their babies' distress both physiologically and in their expressed emotion.

There is also research supporting the link between secure attachments in babies leading to greater emotional intelligence in later years. The Butterworth (2012) team's study showed that adolescents with stronger attachments, i.e. low attachment insecurity, were significantly more responsive empathically, and interestingly showed high parasympathetic activity which could link to RSA.

Furthermore, it is interesting to see how the importance of infant attachments cross-references to other approaches within psychology. The Humanistic approach includes Rogers' (1959) theory of unconditional positive regard and has non-judgemental acceptance and support of a person being a need, essential for healthy psychological development such as the formation of meaningful and positive relationships. This mirrors Maslow's (1962) third tier in his hierarchy of needs; acceptance and love are pre-requisites for further psychological development especially with regard to relationships. Perhaps this common theme in two distinct psychological approaches is a sign, not just of relevance to our lives, but also to the importance and value to us of attachment and relationships. Even the Evolutionary and Biological approaches join in here as they see early attachments as adaptive, gene-based, and necessary for our survival, not just in our first years.

All these approaches would surely support Groh's team's ambitious aim to develop and promote efforts to address developing secure attachments and the challenges we face when confronted with unhappy babies who may risk developing into unfulfilled adults. The great difficulty is what and how to do this.

*RSA. Respiratory sinus arrhythmia.



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POSITIVE PSYC

what makes people happy?



MCCARTHY, A.P. • 2017

The subject of happiness constitutes a major research area within positive psychology. Happiness to some can be an external or internal feeling or even both. A definition of happiness could be: '...the experience of joy, contentment or positive wellbeing, combined with a sense of one's life being good, meaningful and worthwhile' (Lyubomirsky 2007). Researchers have suggested that there are two types of happiness (Ryan & Deci, 2001). Eudemonic happiness refers to living in accordance to our true self and focusing on the long-term meaning of life. Hedonic happiness, on the other hand, focuses on pleasure attainment and is much more short term. Given the importance of happiness to human experience, an abundance of research has attempted to understand the factors that influence happiness.

Happiness can be measured in various ways, such as with the Oxford happiness questionnaire (Hills & Argyle, 2002). Within happiness itself, there are many contributing factors, such as general life satisfaction, financial satisfaction, pleasant affect and the absence of unpleasant affect (Diener, 1995). Every human has a different perspective of happiness, as well as different standards. Everyone's opinion of happiness is different; one person's definition of subjective wellbeing may be different to another's making it difficult to measure accurately.

Veenhoven (cited in Pascale Harter, 2013) conducted a study and found a negative correlation between the numbers of times people mentioned the word 'goals' and whether this increased their happiness levels. This suggests that people with more goals in their life tend to be happier. However, the evidence is not sufficient, as it is assumed that to be happy you would need clear goals, though it has also been found that unhappy people are the ones who are more aware of their goals (Pascale Harter, 2013). This could be because they seek to change their life for the better. Although some positive correlations have been found between various 'meanings' in life – which might be assessed by determining whether one has life

goals – and having higher happiness levels. Research suggests this is not a necessary condition for happiness. In fact, research has found those who lead an active life tend to be happier. That is, increased activity correlates with increased happiness but, of course, does not necessarily result in happiness (Diener & Oishi, 1995). Thus, it is not entirely clear whether goals themselves cause happiness or that happiness is associated with goals because of the increased levels of activity that goals entail. Nonetheless, it is evident that environments that provide opportunities for goal setting or that promote activity are likely to be associated with greater levels of happiness.

Besides having goals in life, a life event that many might assume would result in happiness is marriage. Marriage often is a strong predictor of happiness; 40% of married couples stay very happy, in comparison to 26% of individuals who never get married (Knopf, 2006). However, it is likely that the relationship between marriage and happiness is mediated by one's culture. Western culture, with its individualistic stance, places a high positive value on getting married (or having a long-term intimate relationship), which may function to prevent loneliness. In a more collectivist Eastern culture, however, value is placed on family/group happiness and the fear of relationship loneliness is not a dynamic threat to happiness (Seepersad et al 2008). It is evident, therefore, that relationships between certain environmental factors, such as marriage, are affected by broader environmental variables, such as culture.

There have been many attempts to quantify happiness and enable the claim that a person/group is happier than another (Diener & Oishi, 1995). This raises the question of generalisability and whom research findings can be applied to and whether the tools used to measure happiness in Western culture are relevant to Eastern culture creating cultural bias. Perhaps a better approach would be to employ Indigenous Psychologies (studies of behaviour of ethnic



groups of people within their country of birth) and look within a specific culture and measure values (intra) rather than between (inter) cultures. Underlying this problematic approach is the simple claim: first one has to agree what 'happiness' is in a specific group/culture and from that starting point attempt to empirically measure it within that group/culture (Allwood & Berry 2006).

Several variables, such as financial wealth, that are likely to influence one's capacity to engage in life. Given that money can be utilised to undertake an endless number of enjoyable activities and is fundamental to most individuals' existence, it is no wonder that many would anticipate that happiness is largely contingent upon one's financial situation. The world-famous debate, of whether money buys happiness, still exists, and most likely always will. A longitudinal study found that people are happier when they have the financial freedom to buy their basic needs. However, after that point, money appears to have a limited influence on happiness levels (Myers, 2002). Another study found a strong correlation between time spent commuting to work and life satisfaction; those who did not have the financial ability to live close to their work and had to commute for over an hour were found to be the least happy than those who could afford to live closer (Frey and Stutzer, 2004). Although this finding could be interpreted in a multitude of ways, it highlights that money probably has an impact of happiness in one way or another.

In contemporary society, most people strive for a high level of material wealth. The strategies of most governments focus on includes: increasing material prosperities. Dictatorships and economic systems have fallen in the last decades due to failing to

HOLOGY:



provide financial opulence. Nowadays, national governments' primary goal is economic growth to increase happiness across the spectrum. However, a dominating concern with material prosperity could be that it may transmit attention from more important aims, such as love, self-development and spirituality; it could be argued that the pursuit of money will distract us from endeavours that are more essential for human wellbeing (Droge et al., 1993). Moreover, the pursuit of happiness through wealth might be frustrating and feel like an endless process because feeling that one's income is adequate may depend on the upper distribution of income leaving some segments of society to always feel dissatisfied no matter how wealthy they are in absolute terms. Nonetheless, it could be that material prosperity will help people meet many of their inherent needs and therefore will produce heightened wellbeing. The age-old belief that people strive to attain wealth to achieve

power, with the hope that it will produce endless pleasure and happiness could indeed be wrong. In agreement with Kahneman (1999), research by Diener (1999), among others, has shown that once your basic needs are met, additional income does little to raise your sense of satisfaction with life.

Overall, studies into happiness are problematic. Happiness is very subjective (i.e., it means different things to different people), hard to measure and even harder to apply as a universal. Perhaps a way forward would be to look at happiness in terms of positivity with a culturally specific look at hopes and aspirations for the future based on

current feelings. When looking at individuals, self-report is too subjective and lacking in scientific validity. The way forward may well be to self-rate happiness and correlate it against someone else's opinion of your general happiness/positivity. Finally, sadness is not necessarily the opposite of happiness; a better way to view this whole area is levels of happiness and potential therapies (as with depressive illnesses) to change generalised negative thoughts into more generalised positive thoughts.

(Extract, email amac54@btinternet for copy of full paper).



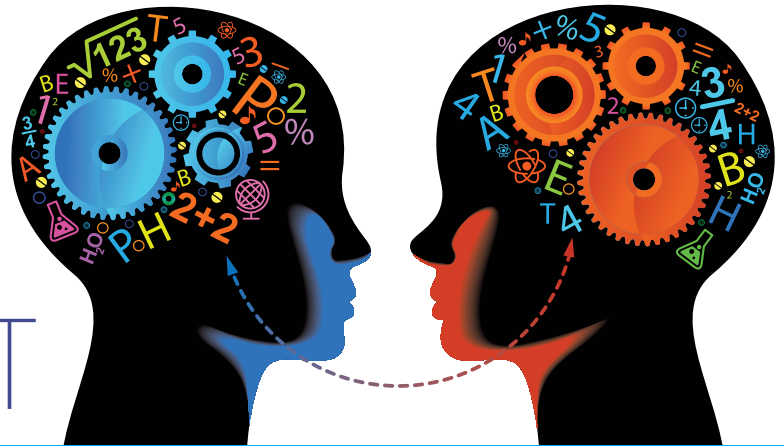
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A hand holding a globe with various school subjects written on it, with 'PSYCHOLOGY' highlighted in blue.



STUDENT WELLBEING SELF- ASSESSMENT



'I am not a mind reader but I can help you to know your own mind'

From birth onwards, life can seem like a whole series of assessments whereby we are being examined and assessed both medically and academically by others. This is especially true throughout our schooling.

Mental health, or rather mental ill health, tends to be recognised by others only when it begins to impact on the life of the individual or others. We may begin to respond when distress is at an advanced stage. At the advanced stages of distress, more advanced and professional treatments and strategies may be required.

An assessment of mental wellbeing at early age and throughout schooling would be quite an achievement. This would be a difficult achievement if left to others to spot, unless its presentation becomes observably obvious.

Simply asking a child or young person how they are feeling would be counterproductive. How many times have parents and even teachers asked "how are you?", "how was your day?" or even "what did you do today?". The response tends to be short and shrift - "okay", "fine". What a child means is 'I don't want to talk about it' or, possibly, 'I don't want to talk about it because I don't know how I should be feeling'.

Young people are continuously comparing themselves to others in their class, or their peers. They may see people that look confident and who look as though they know what they are doing, and this can either inspire or deplete the confidence of another. They may feel they are the only person to feel this way. They may also think, therefore, that they should keep quiet about it because they are the only person feeling like it.

Teachers and parents know that school can be a nerve wracking place that can effect self-

confidence. Teachers conscientiously spend time trying to build confidence in their students. However, students will be reluctant to identify themselves openly as the one who is not confident in front of their peers. Peers are the key variable that teachers and parents need to contend with. It will not be sufficient for a teacher or parent to say that everyone feels this way. A child will find it hard to believe it of their peers. They need to see it for themselves. Students need to see for themselves how their confidence levels compare with the rest of the class before acting on the data.

If they could receive their own personal feedback in terms of how they are feeling in comparison to others they will be able to make constructive use of the information.

Confidence is linked to motivation, and this is likewise linked to achievement. If students could assess themselves in a simple way each day and compare their average wellbeing and confidence rating the class or year group average for that week or term, they will have some vital information about themselves and the group. If their confidence is a little low but comparable with the group on a given day, then instead of seeing this as a negative leading to anxiety they could see it as being within the normal range for the group.

A further problem a child may have is when to speak up and of course what to say.

If the assessment is capable of giving them 1) a gentle nudge of advice (eg., this might be a good time to speak to your teacher or

take a moment to reflect on what made you feel confident today); 2) providing a basis for a discussion, then it has the potential to identify and even prevent negative consequences of poor confidence/motivation and high anxiety which are precursors to mental – ill health.

If educational establishments could receive cohort data on wellbeing dimensions, then this would offer insights that could be addressed. The data would be student led.

With this in mind the What's Up? – wellbeing self assessment (SWA) app has been developed by Dr. Charles Margerison and his team. It has been carefully designed to incorporate the views of Psychologists and ATP members who were kind enough to preview the initial first concept at the amazing 2017 ATP conference and provide constructive criticism and proactive suggestions. Its development has also benefited from the supportive views and opinions from staff and students at the St. John of Gaunt School Trowbridge and the staff and students from Wiltshire College. Thanks also to the Right Hon. Andrew Murrison MP for his support on this wellbeing project.

The app is ready to be trialed in ten schools or colleges around the country. If anyone would like more information or would be interested in trialing the app at their school, please contact Wendy Doyle by email - wdoyle0@gmail.com



Top tips for revising psychology

I'm not alone, I'm sure, when saying that as exam season approaches, we start to realise (as students) how going out the weeks before, working overtime to earn more money to fund these nights, and watching endless episodes of Games of Thrones wasn't the best idea. From talking to my friends who have completed year 13 and now have secured their places at their universities, I only wish to follow in their footsteps and do as well as them as I know many other students do too.

Being a student having finished year 12 and realising that year 13 exams are under a year away I now, more than before, understand how much work is involved and how demanding psychology is as a subject. For me, I have found the most critical thing is to start early. When you have a checklist of topics, theories, approaches, studies, dates, potential 16-mark questions, evaluation points and definitions over five miles long it becomes impossible to start learning everything just a few months before.

MY TOP TIPS:

1

Start early – As a psychology student we are aware of the amount of information, detail, and accuracy required in an answer and how if we lack understanding of a question we just won't get the marks, it needs to become second nature to us so by giving us enough time, learning and being able to relay all the facts and specific information in our answers becomes a lot easier to do.

2

Use past exam questions and papers to revise – There are hundreds of questions floating around AQA [and the other boards] that are going to be the basis and contain similar questions to what we will be asked. By going through the past papers and then looking at the mark scheme, we can see exactly what the examiners are after – after all they are the ones marking your paper! Just don't be fooled into thinking you would have been able to answer that question by cheating yourself and using the mark scheme to see first. Give the question a good go first.

4

Use checklists and revise catered for the spec – By using checklists it pin-points our revision and therefore we know exactly what sections to study. It also makes the process less daunting as topics are split up into smaller, more manageable sections. It also feels more rewarding, ticking off the sections as you go, allowing you to realise how much you have done and understand how much is left to complete (these checklists can also be dated to ensure you do a certain section at a specific time to ensure you are ready for the exams).

3

Don't revise what you already know first – I can hold my hands up and say I have a habit of doing this. When you're feeling worried and stressed about exams it's a nice confidence booster to revise and go over things you are comfortable with because it makes you feel you are understanding and progressing, it is important to consolidate them, but the most rewarding thing would be to go on and revise something you struggle with (which may seem dull and scary to begin with) but a much better use of your time with exams looming.

5

Revise with class mates – As they say two brains can be better than one. As long as revision is the main priority it's helpful to meet with someone, if you lack understanding in one area they may be able to answer any queries, or you can test each other on different topics as they will have a good understanding of the subject too. If not, getting family members to test you on definitions, dates and studies is useful, they just may not be able to give you the answer to 'How can we get our working memory to work for us?' or 'What does it mean to be self-actualised?'

MY TOP TIP: FLASHCARDS:

For me I revise best when using flashcards. I used to fall into the trap of writing as much detail as possible on them and then struggling to remember anything I had written. But now, with the use of dividers, staples, and rings they are far more organised, easy to understand and create, and I can also picture how they look on the paper when revising in an exam.

1

For each topic eg: multistore memory (within memory) I use the textbook and write a short overview in notes. Any key studies, dates or theories go on the reverse.

2

I then get another flash card and write strengths on one side and limitations on the other for that topic.

3

This leave me with just two full flashcards of that topic and this is stapled together. Everything is therefore altogether and concise when re reading my notes.

4

I continue doing the rest of the memory module the same, all on the same coloured flashcards and after they are completed they are attached together by the metal ring to keep them all organised.



EPQ SPOTLIGHT PART 2

In the last edition of ATP Today, the different theories surrounding educational success were assessed including the comparison between standard revision techniques and developing a growth mindset. The outline of the method was also introduced as being an independent

measures field experiment, with participants in year 11 at the Royal Alexandra and Albert school. In this section, the results are revealed, and the discussion takes place, assessing the two comparing theories to find the optimum technique for academic achievement.

Results

The descriptive statistics for the grade differences are found below in Table 1 and Table 2.

Table 1 – Mean progression and standard deviations of participants' English grades

	Condition A (growth mindset)	Condition B (standard revision)
Mean progression in grades	1.4	0.3
Standard deviation	0.23	0.17

Table 2 – Mean progression and standard deviations of participants' maths grades

	Condition A (growth mindset)	Condition B (standard revision)
Mean progression in grades	1.8	0.4
Standard deviation	0.23	0.18

A Mann Whitney U statistical test was performed on both subjects, English (Appendix D) and maths (Appendix E), to look for any significant differences between the differences of achieved grades growth mindset and standard revision. It was shown there was a significant increase in grades progressed when using the growth mindset techniques over the standard revision techniques. $U=14$ $P < 27$ for English and $U = 7 < 27$ for maths. Therefore, my hypothesis could be accepted at 0.01 level of significance, as it predicted the correct outcome and my null hypothesis rejected.

The qualitative data from the post-experiment interview was also analysed using a content analysis. 100% of the participants in the growth mindset condition claimed that the most useful information in helping progress their grades was the understanding that your intelligence isn't fixed. Similarly, 100% of the participants also claimed that they firstly have a new attitude to their subjects and learning and also have attempted to, in their revision, challenge themselves through increasing the difficulty of tasks. Another statistic found was that 50% of the participants continued to use their phones, but at a lesser occasion than pre-experiment.

Discussion

The results did support the main effect hypothesis and there was a significant progression in grades in English and more so, maths. The results show that when a Growth Mindset intervention is implemented at GCSE level, the grades obtained from mocks in comparison to the initial grades were significantly higher. Additionally, the post-experiment interview responses collected showed why they felt they progressed and 100% of the responses were the actual acknowledgment that intelligence could be improved which gave them an incentive to work harder.

One aspect of the previously mentioned revision techniques that can be seen to have had an effect on this study was the overuse of technology, namely mobile phones for social media. 100% of the participants said that they had their phone on the desk, or in reaching

distance when revising. Thornton, Faires, Robbins and Rollins concluded that the 'mere presence' of a mobile phone is enough to distract and decrease a student's concentration, most notably when performing tasks with greater attentional and cognitive demands (such as revision). Therefore, as 100% of the participants had admitted to having their phone so close to them when revising, this is likely to have previously (pre-experiment) had an impact on their progression.

Additionally, Aronson et al (2002) found a similar non-academic outcome to this study as there was an increase in the participants enjoying their subjects due to less despondency towards the courses as they understood their ability to improve. This coincides with this experiment as the post-experiment interviews revealed the participants to have enjoyed revising their knowledge much more than previously.

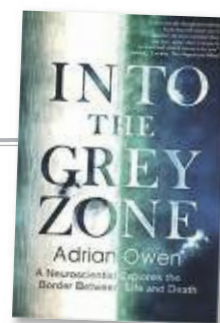
Furthermore, the concept of necessary failure through challenge in order to succeed is seen to have an effect in both this study and Boaler's (2013): students need to be working on challenging tasks that result in mistakes; their mistakes should be valued for the opportunities they provide for brain development and learning. This again corroborates as in the post-experiment interview the participants concluded that as they increased the difficulty in their revision, they learnt from their mistakes, as Dweck (2012) states every time a student makes a mistake, new synapses are formed in their brain, therefore reinforcing avoidance in the future. This provides a very simple solution to declining grades, to encourage students to partake in more difficult activities in order to stretch their ability.

Causes of intellectual development have been debated for years and will continue to be debated; no one theory is ever likely to solve this due to individual differences. However, growth mindset theory is a promising one that performs well at explaining why individuals can have the ability to develop their intellect. Following my results, I would like to repeat this experiment with different age groups to see if the effect is any more or less significant and then try to understand why this might be; this would lead to implications of an optimum time to implement the intervention.

BOOK reviews



TREVOR DUNN • Consultant Psychologist



INTO THE GREY ZONE – A Neuroscientist Explores the Border Between Life and Death

Adrian Owen, (£16.99) Guardian Books, 2017. ISBN: 978-1-78335-098-8

Anyone who has ever attended one of Guy Sutton's lectures or has an interest in the brain will find this book a must. I can also relate to the book because it's based on work at the Medical Research Council in Cambridge, and I have attended a number of talks by Adrian on this fascinating topic on what it means to be alive, and what makes you, you. The book also gives an insight into his private life and how he got started in this area of research and of his time living and working in Cambridge. This is an important part of the book because the work is not always glamorous, and he has had his ups and downs just like all of us. He presents some interesting case

studies of patients with brain damage and these are written in a clear and concise manner for the everyday reader to understand. The book also gives insights into just how strong the brain and spirit can be when returning from a coma, together with insights into the types of psychological tests that are used to access levels of brain function and scanning techniques. If you never read another book on the shifting boundaries of consciousness, then just read this. A truly remarkable account of a career and journey into this area of neuroscience. Adrian is currently based in Ontario, Canada, and you can find out more about his work at Owenlab.org.



DEB GAJIC • (CPsychol, AFBPsS), Head of Psychology, The Polesworth School

AQA Psychology for A Level Year 1 & AS Flashbook

Flanagan C, Liddle R, Mohamedbhai A, (2017) Cheltenham Illuminate Publishing £9.99

This handy pocket sized flashbook (flashcards) is a fabulous revision aid to supplement the excellent and much loved 'green haired girl' book. At just £9.99 it is well within the price range of students.

There is a double-sided A6 flashcard for each bullet point on the specification. One side is split into AO1 and AO3 and the other side has multiple choice questions to check knowledge. It also includes

links to the relevant pages in the textbook and revision guide so students can revisit any gaps in their knowledge.

When I showed these to my students they were very impressed and felt they would really help them with their revision. In fact, one student was so keen I gave her my inspection copy.

A Year 2 (A Level) version is also due out very soon. Overall, an excellent addition to your students' revision repertoire.

Obituary: Duncan Hatcher

Duncan Hatcher died on 1 November 2017. He was Chair of the ATP in 1997 and 1998 and was on the committee for a number of years.

For many years he was a conference stalwart. He was a man with an enormous breadth of interests, besides being a dedicated teacher, he was a talented artist, music lover,

ornithologist and much more, as came out at the funeral.

Above all, he was a great family man sorely missed by his wife Martita and children, Murray, Talitha, Rebecca and Kaya. A longer tribute will appear in the next issue of ATP Today.

If anyone has any relevant memories or stories Joe Cocker would like to hear of them – joegcocker@gmail.com

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- Current research by University Departments
- Reviews of books
- Articles of interest including current teaching issues such as transition from pre-tertiary to HE

Who can write for the ATP?

Anyone can write for the ATP. We particularly welcome articles from teachers, students, researchers, university departments, university lecturers and PGCE students.

How long should my article be?

Your article can be anything from a half to three pages of A4. Articles should be submitted in Arial font size 12.

Can I submit pictures?

Yes. We welcome photos to be included in our articles. If you want to submit them (once you have checked copyright) please attach them to your email separately and do not embed them into the article. All photos need to be taken in the highest resolution setting on your camera possible and in jpeg format.

ADVERTISEMENTS

What kinds of advertisement is the ATP looking for?

Here at the ATP, we pride ourselves on helping our members to find out about the highest quality resources and support available in the psychology teaching world. We are therefore keen to attract advertisements from companies/organisations that can offer goods and/or services to help us to do this, including:

- Teaching resources
- Trips and conferences
- CPD opportunities
- Exam boards
- University information

If you wish to invite members to a future event, issue a call for papers, or other items that you think may provide a service to our members, we may be able to waive some or all of the fees for advertising. This decision will be made at the discretion of the editor. Please contact us for more information.

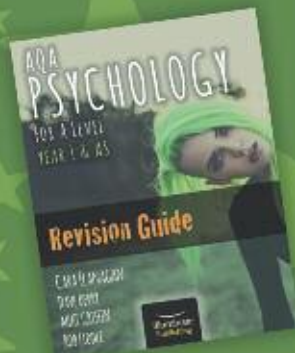
If you would like to submit an article, need any clarification about your article, or are interested in advertising, then please do not hesitate to contact the editor, Laura Quaife
ljvincent22@hotmail.com

AQA PSYCHOLOGY

FOR A LEVEL & AS REVISION

Illuminate
Publishing

Fish, chips and mushy peas; sun, moon and stars;
blood, sweat and tears; revision guides, flashbooks and apps.
Some things are destined to go together, just like our
range of revision resources.

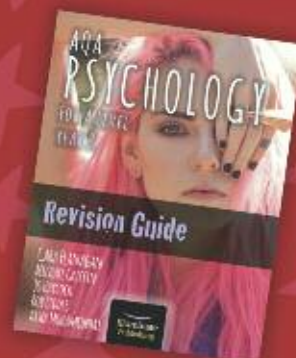


"An essential. The best revision guide. Honestly could not rate this highly enough."

★★★★★ review

Revision Guides are ideal for consolidating knowledge for revision and for summarising lessons:

- ✈ Each topic covered on one spread, with Description (AO1) on the left and Evaluation (AO3) on the right
- ✈ Exam-style questions, including AO2 application questions, are on every spread
- ✈ Detailed exam advice section is included, with hints and tips offered throughout
- ✈ Lots of illustrations and the odd corny joke help make them very user-friendly!



"A fantastic revision tool!"

★★★★★ review

NEW

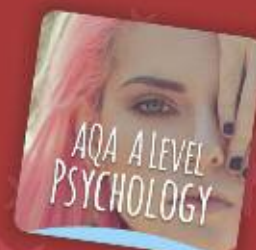
Flashbooks refine the knowledge down further into essential notes with more questions to test knowledge:

- ✈ All the essential points on one small 'flashcard' for each topic
- ✈ Trigger phrases to improve recall – psychologists say it's the best way to revise
- ✈ Quickfire MCQs (plus answers) to test knowledge for each topic
- ✈ Extended writing questions guide exam practice
- ✈ Links given for the Green and Pink-Haired student books and revision guides



Revision Apps are ideal for tech-savvy students who love their phones/ipads, giving them a fresh new angle for revision:

- ✈ Key points summarise the essential knowledge and drill deeper for detailed notes and exam advice
- ✈ Interactive quizzes test and reinforce knowledge and understanding
- ✈ Web links access useful web pages and films
- ✈ Extensive bank of exam-style questions with examiner advice
- ✈ Definitions for key terms can be accessed as students read the content



"The flexibility that the app gives to students is invaluable."

Lisa Shepherd, St Paul's Catholic School

