

Valuing psychology teachers' expertise for teaching students in the modern day.

Dr Karen Marangio

Karen.Marangio@monash.edu

Psychology Education | Director of Professional Experience
Faculty of Education, **Monash University**, Australia

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ACKNOWLEDGEMENT OF COUNTRY

I would like to acknowledge the lands on which this research was conducted, and that these lands were never ceded.

I specifically acknowledge the Wurundjeri and Boon Wurrung people, communities of the Kulin Nations, as the ongoing custodians of the lands on which Monash University now stands.

I pay my respects through my research, teaching and learning to the Kulin Nations Elders and their past, present and future communities, and extend this respect to all Indigenous Australian communities.

***Find the
opportunities!***

Opportunity is nowhere!

Psychology Education more important than ever!



Mind gains: Time to expand the offering of psychology study in schools (Marangio, 2020).

Offering psychology studies in high school, and valuing it through inclusion in the curriculum, will help students understand and cope with inevitable changes in the future.

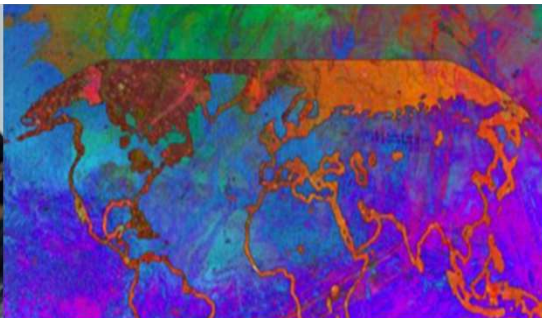
EDUCATION

This presentation:

Valuing psychology teachers' expertise for teaching students in the modern day.

- Consider goals for psychology education in secondary schools
- Explore psychology teachers' central and sophisticated role as curriculum makers.
- (Re)imagine the ways psychology education can contribute to addressing present and future needs of our students and society.
- Use climate change education as an illustrative example.





Widely accepted **goal** in tertiary (undergraduate) psychology education.

Psychological Literacy (Cranney et al. 2012, p.3)

- ‘...the general capacity to adaptively and intentionally **apply** psychology to meet **personal, professional** and **societal** needs.’

Goals for Psychology Education in Secondary Schools?

- In what ways does tertiary psychology **differ** from secondary psychology?
- In what ways are we addressing **present and future needs** of our students & society?
- What are the **goals** of psychology education?
- What does psychological literacy **currently look like** in secondary psychology education?
- What **can** psychological literacy look like? What is possible?

NOTE:
Psychological literacy is not explicitly mentioned as a goal in curriculum documents across Australia
(Marangio & Reid, 2023)

What are the **considerations** for teachers and teaching for developing students' psychological literacy?

PSYCHOLOGY TEACHERS' CURRICULUM MAKING

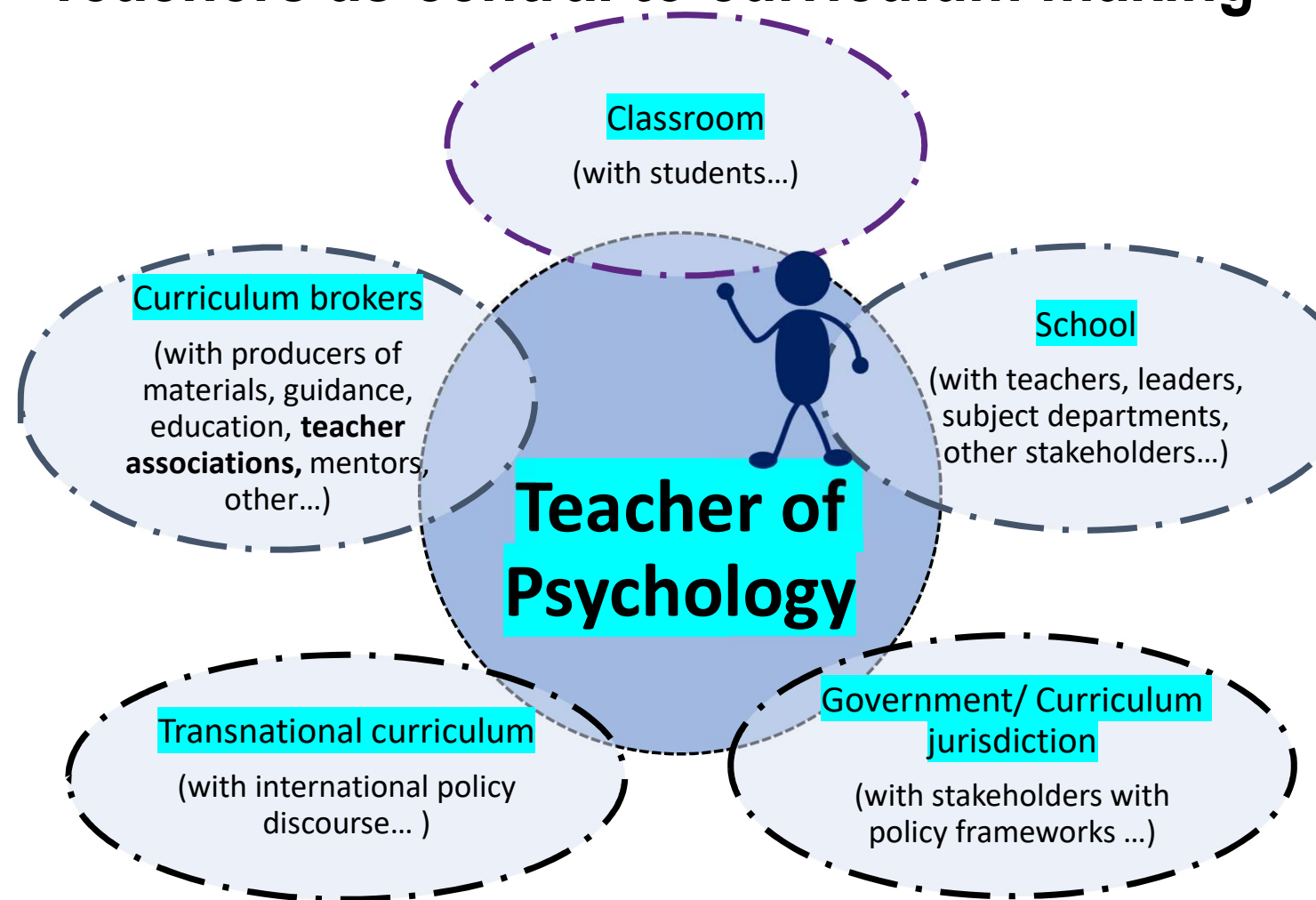
Sites of Curriculum Making (Priestley, Philoppou, Alvunger & Soini 2021)

Site of Activity	Example of Activity	Example of Actors
Supra	Transnational curricula discourse, policy borrowing & lending, policy learning	OECD, UNESCO, PISA
Macro	Development of curriculum policy frameworks , legislation,	Governments, curriculum authorities/ jurisdictions
Meso	Production of guidance ; leadership of & support for curriculum making; production of resources	Curriculum authorities, curriculum brokers (eg EFPTA ; teachers ; initial teacher education, textbooks, resources, professional learning... etc)
Micro	School-level curriculum making; program design; Teachers lesson-planning	Principles; senior leaders; Subject department; teachers
Nano	Curriculum making in classrooms ; pedagogic interactions	Teachers ; students

An **ecological** perspective:

- Curriculum making, as a social practice, occurs in different 'sites of activities'.
- Sites are connected in multiple, non-linear/ hierarchical, allowing for movement of actors between sites and for influences to work in multiple directions in an education system.

Teachers as central to curriculum making



- Curriculum making as a **process** (*not* merely as a product, *not* merely as content).
- Teachers positioned as **experts**, central to the process (*not* merely teachers as ‘technicians’).
- Teachers as “knowledge-rich” and “research-inspired” curriculum innovators, working collaboratively towards shared understandings.

Teachers consider the **WHAT & WHY** before **HOW!**
(*Move beyond tips & tricks*)

Teachers as central to curriculum making

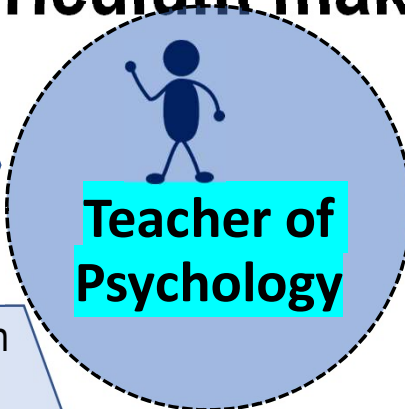
What are the **considerations** for teachers and teaching for developing students' psychological literacy?

Teachers are in the **expert** position to make decisions on how curriculum policy might be best enacted in their own contexts and practice.

Teacher professional knowledge is difficult to articulate and share.

Teacher professional judgements

- Vision/ Goals
- Discipline/ Subject – Psychology
- Pedagogical reasoning – purposes, procedures/strategies, considerations for teaching, including navigating challenges
- Student learning and experiences
- ..



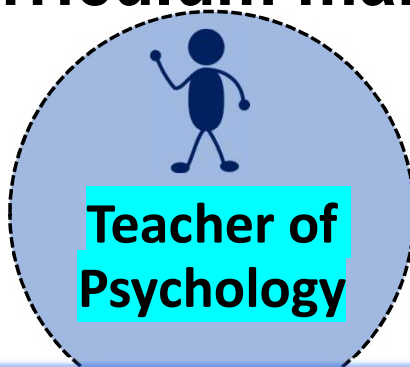
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Teachers as central to curriculum making

Marangio, K., & Heyting, E. (2022). Teachers' experiences preparing to teach a new senior secondary school (psychology) curriculum on the eve of enactment. *Australian Journal of Teacher Education*, 47(8).

<http://dx.doi.org/10.14221/ajte.2022v47n8.3>



Opportunities for time, space, dialogue and resources for curriculum making were inadequate.

Emphasize the importance of:

- **cultivating supportive structures and processes** across school, curriculum authority and curriculum-broker sites with psychology teachers, and
- **valuing psychology teacher's** central role as curriculum makers.

Marangio, K. & Heyting, E. (2023). Teachers' experiences of support for curriculum making a new subject, psychology. *The Curriculum Journal* <https://doi.org/10.1002/curj.203>



1. Varied degrees of connectedness with teachers at school.

"I've got the science department t-shirt but I feel a bit on the outside."

2. Lack of guidance from the curriculum authority and others.

They [curriculum authority] are literally one step ahead of us."

3. Collegiality with psychology teachers.

"Collaborations have been really, really good... so open and willing to share."

4. Student engagement and enthusiasm.

"The best aspects are watching my students engage with the content, and really enjoy what they are learning."

5. Heavy investment of their **own time** to lead the way.

"Lack of time and absolutely exhausting" to "now more strategic" and "support other teachers"

SOCIETAL ISSUES IN PSYCHOLOGY EDUCATION

Climate change (CC)

- ❖ CC is real and is happening now.
- ❖ CC is human induced.
- ❖ We can do something about it to limit CC – but this is an **essential and urgent task** that require profound changes in human behaviour.

In what ways can psychology education help learners understand CC, how to cope with it, and how to get involved in effectively addressing climate change?

Why is this important to learn?



UN's Agenda 2030

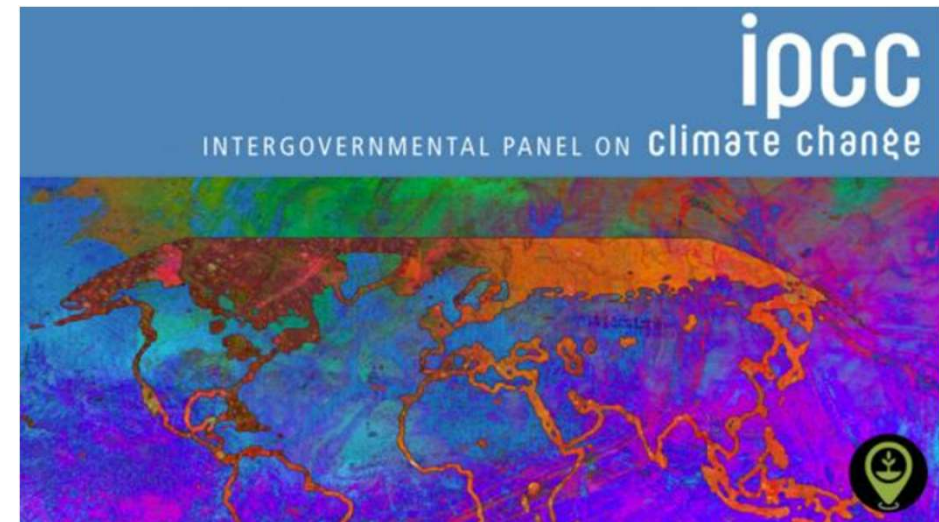
- Education that addresses **challenging societal issues**
- Transformational learning; **interconnections** between subjects
- Giving young people a voice, **participating** in the world and having a **positive** impact
- Fostering for more just, caring, equitable, secure and sustainable future ways of life



IPCC (2022)

The Intergovernmental Panel on Climate Change (2022) has called for an investigation into how the discipline of **psychology** understands and can address climate change.

This urgent call is extended to psychology education.



YOUTH CONCERNS ABOUT CLIMATE CHANGE

Young people are:

- worried about harm to the natural environment,
- frustrated over the lack of action by government, industry and business,
- uneasy due to the constant news cycle and regular extreme weather events,
- feel guilt about not taking enough individual action,
- worry about the future of society and the planet,
- worry what this means for their own future – personally and professionally (Fava et al 2023).

Young peoples' concerns are escalating and impacting youth today (Teo et al 2024).

Climate concerns contribute to 'climate distress'

- a spectrum of **climate-related negative emotions** ranging from anxiety, frustration, anger, fear, grief, guilt, to despair, lack of hope and distrust
- can vary in intensity from mild to overwhelming, potentially impacting mental health and overall well-being.

Engaging in **positive action** to mitigate climate change can support mental health and well-being as it promotes a sense of purpose, social connection and much more.

Psychology Education
REQUIRES shift away from deficit model.

YOUTH CONCERNS ABOUT CLIMATE CHANGE

Integrating climate change education

Supports the development of students' psychological literacy.

- understand the psychological (cognitive, affective, social, cultural and behavioural) dimensions of climate-related issues,
- Grapple with issues and make more informed decisions, and
- take mitigating actions, individually and collectively.

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Psychology Education

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K-12 EDUCATION

Initiatives in curricular, co-curricular & extra curricular

CLIMATE EDUCATION

Range of education options (Reid,2019) or emphases :

- ❖ Climate **science** education – eg climate science knowledge focus
- ❖ Climate **justice** education – eg drivers and effects on people more than the planet
- ❖ Climate **emergency** education – eg “Greta” public school strikes
- ❖ Climate **resilience** education – adaption over mitigation in the face of potential, attributable and actual climate-related disasters
- ❖ Climate **ecojustice**
- ❖
- ❖ Climate **denial** education? – e.g. PragerU
- ❖ Climate doom -
- ❖ Climate ignore -....

What's your favourite flavour or combination?

Integrating psychology with climate education:

- What are the affordances (opportunities and challenges) for teaching and learning?
(Not all affordances are helpful (Reid & Marangio, 2023))
- What knowledge is needed about climate change issues?
- Teacher professional judgements
 - Vision/ Goals
 - Subject - Psychology
 - Pedagogical Purposes & Considerations
 - Students Learning & Experiences

Consider the **WHAT & WHY** before **HOW!**

- Emphasise a fundamental connectedness (NRC, 2012) e.g. how psychology **progressively** builds on previous learning experiences, over the semesters and years, including **links to other subjects**, and importantly addresses **societal issues**.
- How to position students so that they can/ know how to take positive action?



ADDRESSING SOCIETAL ISSUES

In Australia, possibilities *and* missed opportunities (Marangio & Reid 2023)

- Climate change is not explicitly mentioned in any Australian psychology curriculum policy.
- While curricula policy **may signal** the need for students to apply psychological concepts to societal contexts, when it comes to societal issues, **students tend to remain positioned as onlookers.**
- **There are possibilities** for students to be positioned as engaged, active psychologically literate citizens. But they are not explicit opportunities for students to grapple with societal issues and make more informed and ethically sound decisions and take (positive) action.
- There are possibilities for climate education, especially climate justice and climate resilience emphases. Signals for more work to explore the **goals** of senior secondary psychology education.
- Need to continue to create conditions to develop **active and informed** teaching and learning of psychology, fostering for **more just, caring, equitable and sustainable** future ways of **life** as recommended by UN's Agenda 2030.

INTEGRATING CLIMATE CHANGE EDUCATION

Start by leveraging from (appropriate) affordances that can be found within topics such as:

- emotion and motivation, hope and resilience;
- mental health and wellbeing, coping and self-regulation;
- social and community psychology, inclusion and belonging, cultural responsiveness and Indigenous psychology;
- attitudes, beliefs and values, advertising and persuasion, navigating mis-, dis- and mal- information in the media; and
- environmental psychology, psychology of volunteering;
- psychology-related careers;

REQUIRES shift away from deficit model.

Tend to draw on affordances for emphasising climate resilience & justice education.

Avoid climate denial, doom and ignore flavours.

- Promoting **student positive action**, both individually and collectively, through ‘learning about action’, ‘learning through action’, and ‘learning from action’.

LEARNING ABOUT ACTION

For example:

- movies
- biographies
- case studies
- role-play
- drama reconstructions
- media analysis
- guests
- intercultural interactions
- debate
- map of controversy
- forums
- scenarios of future

LEARNING THROUGH ACTION LEARNING FROM ACTION

For example:

- action-orientated activities
- outside traditional classroom
- external
- community project
- local project
- volunteer work
- student activism

Life in Plastic, it's not so fantastic!

Integrated unit for teaching and learning psychology

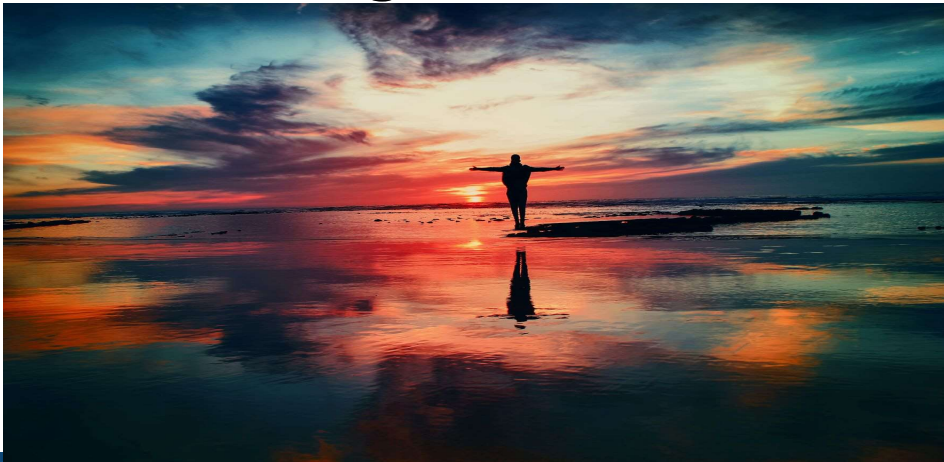
- In what ways can psychology education **inspire** change & hope, care and more sustainable way of life?
- What powerful psychology knowledge could you include?
- What are the pedagogical purposes, procedures and considerations (potentially problematic areas) to teach?
- In what ways does this unit engage with students existing knowledge and interests?
- How does this unit connect to climate change education? Connect with other subjects within the school?



Integrated unit for teaching and learning psychology

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Connecting to nature



Fast Fashion



Food sustainability

Social media: Good, bad & ugly

...

SOCIETAL ISSUES IN PSYCHOLOGY EDUCATION

Is not as straight forward as it looks.

- Takes time to become sensitised to opportunities embed in curriculum making.
- Requires developing a shared language and understanding for psychology education.
- Demands revisiting (time, space and dialogue, and resources) to illuminate the conditions for teaching and quality student learning.
- Careful consideration of hurdles to navigate, depending on the teacher and their school and classroom context.

(Marangio, Blaher-Lucas & Cooper, 2023)

CONSIDER

- **Plan purposely!** Aspire to be a curriculum innovator.
- **Start small** – try new things and use a climate education context to plan your psychology teaching. Leverage on what you know and find personally interesting. Leverage from your school's key education pillars.
- **Be kind to yourself.** Becoming sensitive to noticing connections, creating opportunities and meaningful curriculum making decisions **will take time**.
- **Explicitly link societal issues and content** – increases student engagement and shows students links between what they are learning and application.
- **Take care to avoid doom** and deficit approaches
- **Failure is a good thing** – learn from mistakes and apply that learning to new endeavours.
- Remember that **contexts matter** - you will be operating across classroom/ school/ curriculum-broker contexts. These socio-cultural and relational contexts matter.
- **Collaborate** work towards **shared understandings** with other teachers and your students. **Share** (articulate) **your teaching experiences** and unpack enablers and constraints, particularly identifying and navigating the problematic areas to teach and learn.

INTEGRATING CLIMATE CHANGE EDUCATION

We need to engage undergraduate psychology students with big social challenges, ‘otherwise we are doing our students and society a disservice’ (Pearson et al., 2024, p.4).

The same argument for secondary psychology education!

“Psychology education has the potential to contribute to positive change in addressing the climate crisis. Embedding climate change education is too important to ignore.” (Marangio, 2024)

***Find the
opportunities!***

Opportunity is nowhere!

Seizing the opportunities

Set a goal for something you can achieve:

➤ **Now**

- Eg set goals, exchange emails...

➤ **In the next 24 hours**

- Eg send an email, organise a coffee with a colleague, create a list of potential teaching ideas from the conference

➤ **In the next 7 days:**

- Eg source a psych resource, share a teaching idea, set a meeting...

➤ **In the next month:**

- Eg meet with a psych teacher, debrief on a psych lesson, observe each other teach psych...



QUESTIONS?

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THANK YOU

Karen Marangio

Karen.Marangio@monash.edu



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Mind gains: Why we should be offering psychology studies in high school

Offering psychology studies in high school, and valuing it through inclusion in the curriculum, will help students understand and cope with inevitable changes in the future.

EDUCATION

Expert Warns Students Are At Risk Of "Climate Illiteracy"

Jarrod Brown - Aug 14, 2023 - 13:57



Elevating psychology education to embed climate education

KAREN MARANGIO



CLIMATE CHANGE AND MENTAL HEALTH
The world is grappling with a myriad of issues that directly concern about climate change are escalating and impacting your today. This is not only a social transformation necessary to address



Why Australian teachers of psychology are determined to build a network

Teachers are uniting across Australia in an effort to raise the profile of teaching and learning of psychology in Australian...

AusTOP

Australian Teachers of Psychology (AusTOP) network.



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