

EFPTA 20th Anniversary Conference 18-21 April 2024

What is EFPTA for? Some self-reflection at the 20-year milestone

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Members of EFPTA Board



Contact us at info@efpta.org

Some highlights from EFPTA's history

- successful events for psychology teachers /educators both in-person and online, attracting expert speakers and wide range of contributors and participants
- participation by psychology teachers, academics, teacher educators, researchers
- provided opportunities for students to give conference presentations
- collaborative relationships with other organisations involved in psychology education in Europe, eg ESPLAT, EFPA BEA, EFPSA, and beyond, eg APA, AUSplat.



Some highlights from EFPTA's history (2)

- research publications
- presentations at international conferences, raising profile of psychology teaching in schools amongst wider audiences
- adapted our activities during the pandemic – online conference and annual webinars 2020-2023



EFPTA
European Federation of
Psychology Teachers' Associations

www.efpta.org

**Climate change & sustainability
in psychology education**
A webinar for psychology teachers
Saturday 18 March, 10.00–12.00 (CET)

Report

Distance Teaching of Psychology in Europe: Challenges, Lessons Learned, and Practice Examples During the First Wave of COVID-19 Pandemic

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SAGE



Some highlights from EFPTA's history (3)

- success in attracting new member countries and individuals, especially recently; in 2004 we had 3 member countries, in 2024 now 12 member countries
- we have provided support for founding new psychology teachers' associations, including in Slovakia and Czechia
- regular contact with those interested in psychology education, via our extensive international mailing list

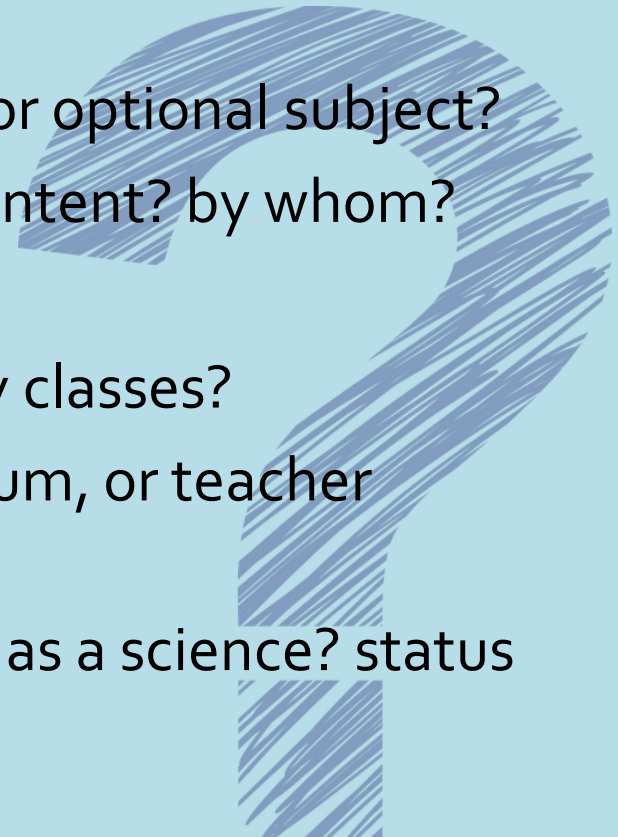


Some challenges we have (had) to address

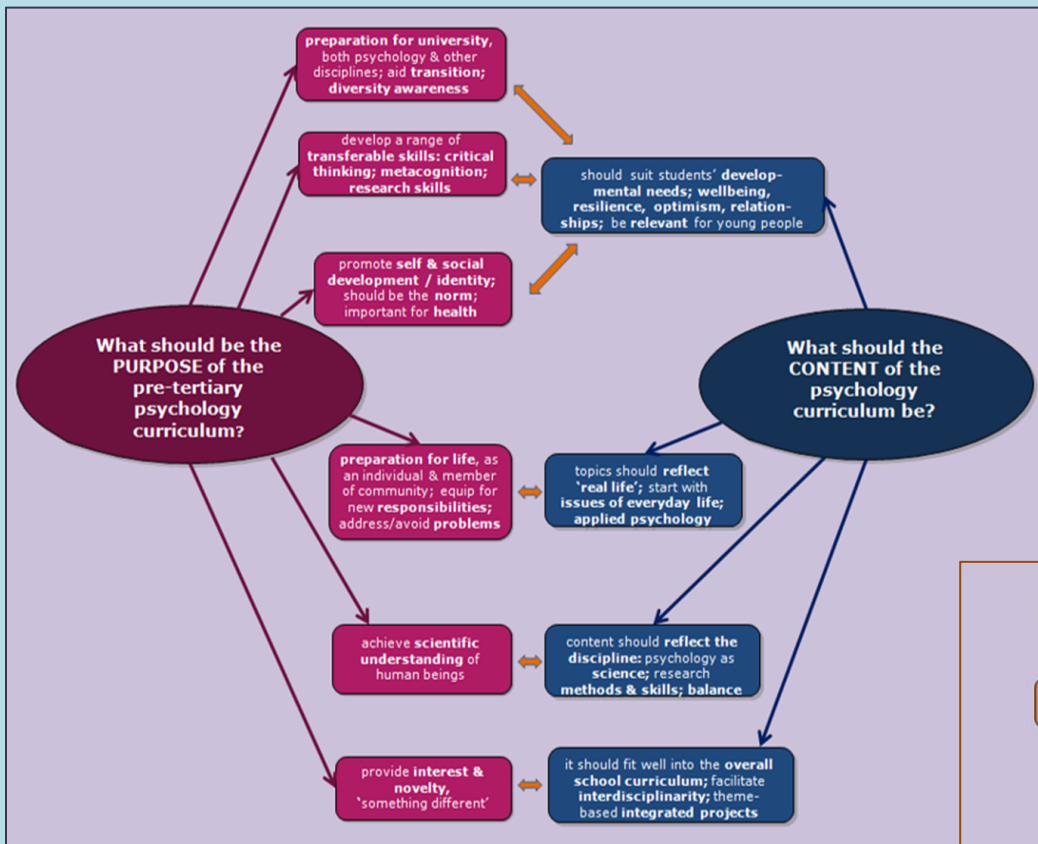
- still difficult for teachers in many countries to get funding or leave to attend EFPTA events
- difficult for teachers to obtain support for research activity
- loss of participation by Russian members
- relationship with EFPA

Some key recurring issues (1)

- **school psychology curriculum development, including:**
 - psychology as a discrete school subject, or as part of other subjects?
 - mandatory subject of core curriculum, or optional subject?
 - how to select psychology curriculum content? by whom?
 - forms of assessment?
 - appropriate age for starting psychology classes?
 - top-down centralised standard curriculum, or teacher autonomy?
 - status of psychology in the curriculum? as a science? status of the discipline in society? *

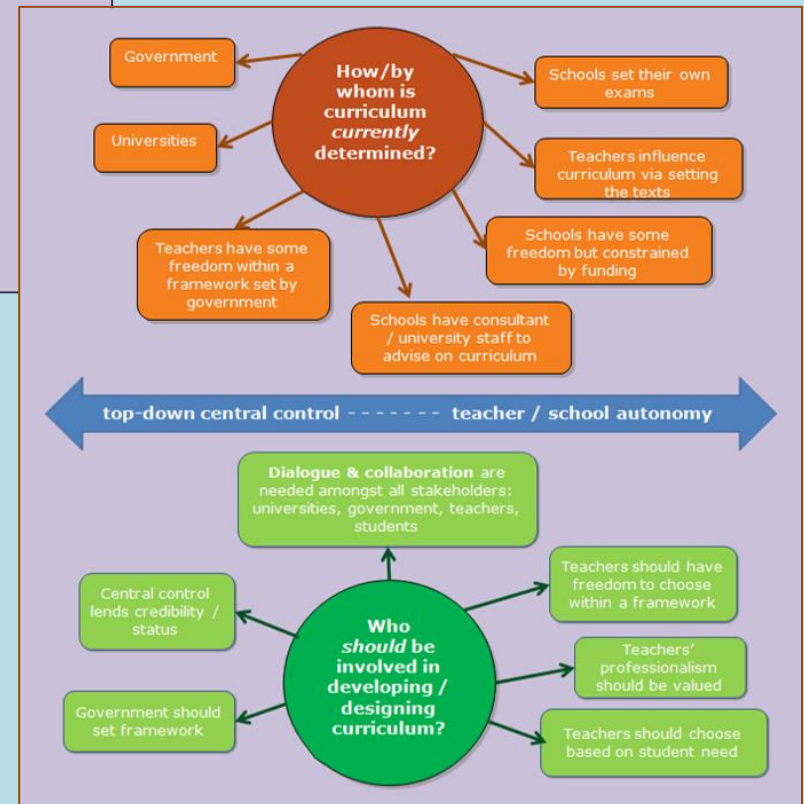


From EFPTA research presented at ICPS, Amsterdam 2015 “The psychology curriculum in European secondary schools: What should we teach?”



‘Purpose’ & ‘Content’ themes ↑

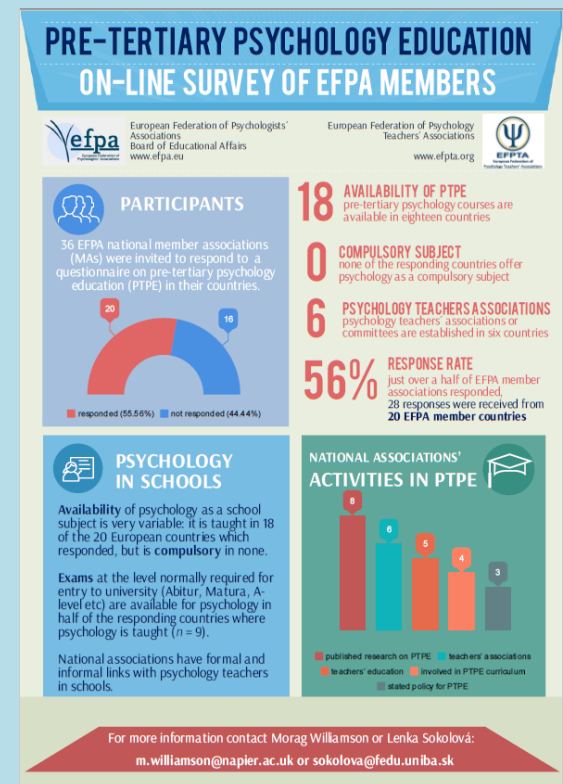
Theme: Who determines the curriculum? →



Some key recurring issues (2)

- provision of teacher education for psychology
- relationship between school psychology and psychology at university *
- relationships between teachers' associations and psychologists' associations at national and European levels

Research presented at
EFPTA Reykjavik conference 2018
Lenka Sokolová



The aims of EFPTA?

“Our aim is to
promote and
support
pre-university
psychology
education
in Europe.”
EFPTA website

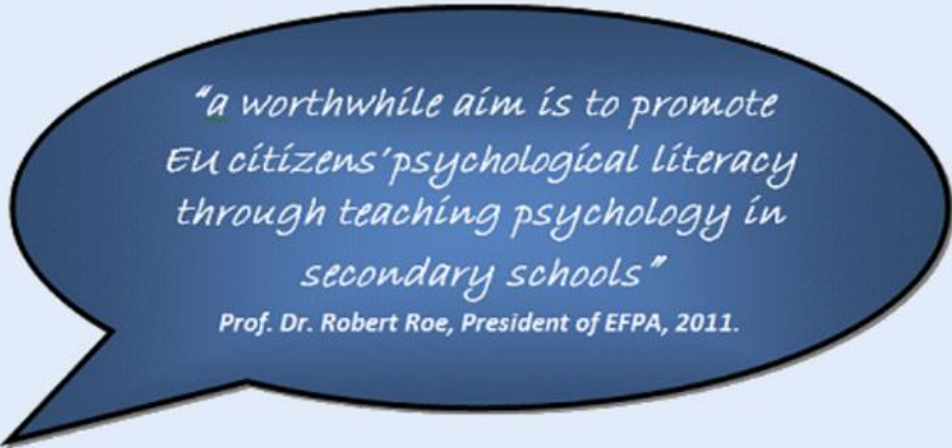
Welcome

What is EFPTA?

EFPTA is a federation of national and regional associations of psychology teachers in schools and colleges in European countries. Members are mainly involved in teaching psychology at lower and upper secondary levels, to school students aged c.13-19 years.

Aim

Our aim is to promote and support pre-university psychology education in Europe. To this end we facilitate co-operation and networking amongst psychology teachers, mostly via their associations where these exist. In countries where no teachers' association exists yet, we help psychology teachers to build a network and establish an association. We organise conferences and webinars, encourage student and teacher collaborative projects, conduct research, and engage with other psychologists' associations and educational organisations in Europe, including the European Society for Psychology Learning and Teaching (ESPLAT) and the European Federation of Psychology Students' Associations (EFPSA).



*“a worthwhile aim is to promote
EU citizens' psychological literacy
through teaching psychology in
secondary schools”*

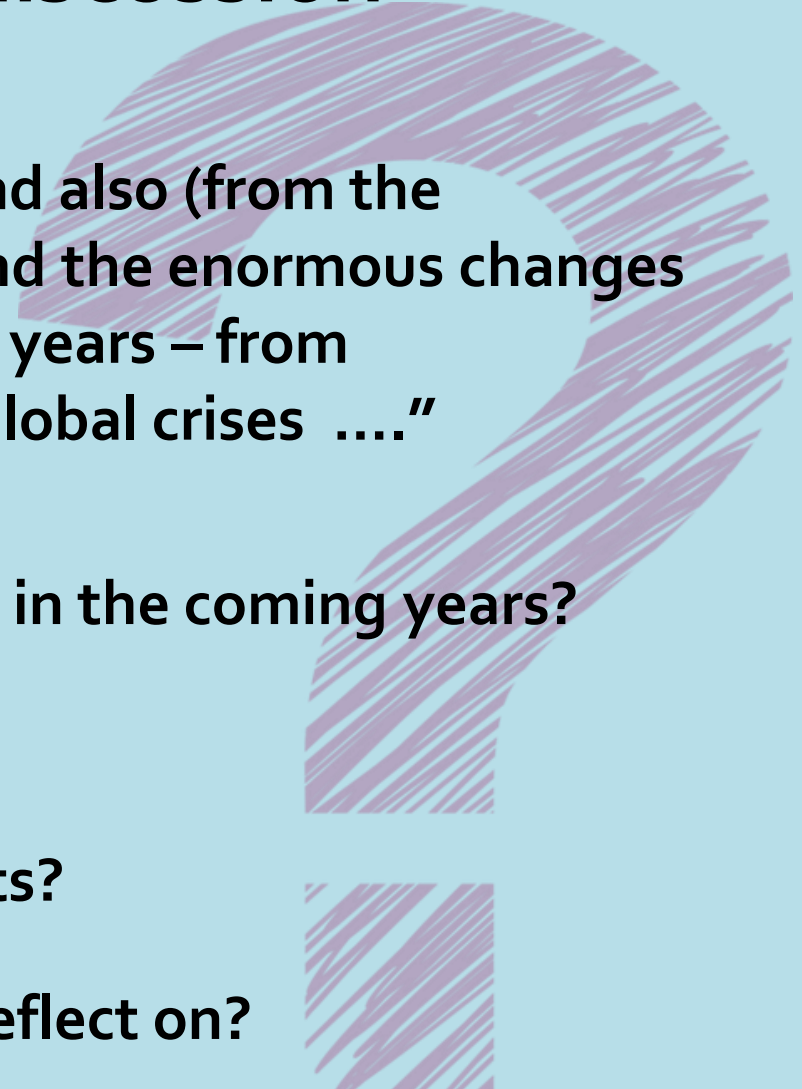
Prof. Dr. Robert Roe, President of EFPA, 2011.

What should EFPTA's future look like?

Questions for discussion

Keeping in mind EFPTA's record, and also (from the workshop abstract) "Bearing in mind the enormous changes in the environment over the last 20 years – from local/national education issues to global crises"

- what should be EFPTA's purpose in the coming years?
- what challenges do we face?
- where should we focus our efforts?
- any other questions we should reflect on?



Thank you for taking part in our workshop!

Look out for this presentation and others from the Conference on the EFPTA website:

www.efpta.org

*Contact Morag or Ebba
on info@efpta.org*



*Some views from the the UK on the status of psychology as a school subject

'As Psychology teachers, we have a unique skill set, but this is overlooked' | BPS (2024)

'It's about time we broke down the barriers between university and pre-university' | BPS (2023)

At best misleading | BPS (2023)

Psychology teaching in schools | BPS (2023)

Defending the honour of psychology A-level | BPS (2011)

