



## Educational Psychologist

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**Position Profile:** The Educational Psychologist is a specialist who works under the direction and general supervision of the Superintendent of Student Services and the Student Services Co-ordinators to support student success in learning. They provide individual assessment information about a student that will lead to information, strategies, resources and supports to assist in the student's overall development.

Educational Psychologists are employed for the purpose of providing specialized support for students with intensive/exceptional needs. These personnel consult and collaborate with teachers, administrators, parents and other personnel or agencies to design, monitor and assist in the delivery of interventions designed for the student's development.

The *Psychologists Act, 1997* requires that school educational psychologists employed by school divisions be registered members of the Saskatchewan College of Psychologists. The minimum requirement for practice is a Master's degree in a program that primarily consists of psychology classes from a recognized educational institution.

**Directly Reports To:** Superintendent of Student Services & Student Services Co-ordinator

**In-Directly Reports:** Principal & Student Support Teacher

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### Duties & Responsibilities

- The Educational Psychologist is expected to carry out the following duties and responsibilities:
- Participate as an active member of the Student Services team in carrying out the GSSD Student Services Vision.
- Participate in the Student Services Educational Psychologist Professional Learning Community meetings as called by the Superintendent of Student Services &/or Student Services Co-ordinator. As an active member of a PLC, the Educational Psychologist must strive to develop consistent, research based practices that strive to support student learning and system improvement within a collaborative culture.
- Act as a psychological resource to the education system.
- Bring a psychological approach to the analysis of a student's behavioural and/or learning challenges; that is, a scientific, research-based and measurable approach to the study of human behaviour and learning.

- Identify and assess the learning and developmental characteristics and needs of students, as well as the environmental factors that affect learning and achievement.
- Administer and interpret standardized psychological assessments (i.e. cognitive development, memory, executive functioning, visual perception, auditory perception, language development, visual-motor skills, academic attainment, socio-emotional and behavioural adjustment). Assessment also includes classroom and other environmental observations, file review, gathering case history information through interviews and checklists, and reviewing other professional assessments of the student.
- Provide the data from a psychological assessment to serve as the basis for recommendations concerning intervention strategies for the parents and school team.
- Carry out the assessment procedures in a timely manner.
- Consult with parents, administrators, Student Service Co-ordinators, student support teacher, classroom teachers and other professional service providers in the post-assessment conference regarding assessment results and recommendations for interventions to support the teaching process and to maximize learning and adjustment for the student who was assessed.
- Report assessment findings in a written format which includes the reason for referral, background information, instruments used, interpretation of results, summary and recommendations. These results are to be interpreted in a narrative format that can be understood by parents and teachers.
- Work collaboratively with other disciplines on the Student Services Team to provide comprehensive services to students. This will involve meeting with other service providers to share information.
- When appropriate, recommend the referral of students to other agencies.
- Liaise with other agencies in the community to promote comprehensive service delivery to the students, parents and teachers with whom they work.
- Provide information or consultation services to parents regarding their child's educational needs as necessary.
- Provide workshops and in-service in areas of expertise to teachers, educational assistants and others when requested.
- Provide information related to current research on interventions in the area of children's mental health, assessment and various exceptionalities.
- Provide document and reports to the Student Services Co-ordinators as required.
- Submit an Annual Report to the Superintendent of Student Services.
- Apply ethics and standards of professional practice to the delivery of school psychological services, observing relevant laws and policies that govern practice.
- Maintain professional competency through on-going professional development activities.
- Perform additional duties as assigned by the Superintendent of Student Services or Student Service Co-ordinators.

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## **Education & Qualifications**

### **To become registered as a psychologist, an applicant must meet the following criteria:**

- have earned a Masters degree in a program that primarily consisted of psychology classes from an educational institution recognised by Council (including meeting the Foundational Knowledge requirements, documented evidence of supervised practica and/or internship, documented evidence of instruction and /or training in ethics);
- have passed the required examinations;

- have one year (1500 hours) of Post-Master's experience under the supervision of a psychologist recognised by Council in a setting recognised by Council;
- have submitted a Criminal Record and Vulnerable Sector Screening Check completed within one year prior to application;

**OR**

- have earned a Doctoral degree in a program that consisted primarily of psychology classes from an educational institution recognised by Council (including meeting the Foundational Knowledge requirements, documented evidence of supervised practica and/or internship, documented evidence of instruction and /or training in ethics);
- have passed the required examinations;
- have one year (1500 hours) of Post-Master's experience or one year (1500 hours) post-Doctoral experience under the supervision of a psychologist in a setting recognised by Council;
- have submitted a Criminal Record and Vulnerable Sector Screening Check completed within one year prior to application.

**Provisional Licence**

- Applicants who have not met the requirements for full independent practice may be registered as Provisional Practice Members, subject to the approval of the Registration Committee. Those granted a Provisional Licence must follow the monitoring provisions recommended by the Registration Committee and must complete all required examinations and procedures within the time periods stipulated.

**Competencies, Skills and Abilities**

- **Interpersonal Relationships**  
This competency forms part of all the other competencies. Psychologists normally do their work in the context of interpersonal relationships. They must therefore be able to establish and maintain a constructive working alliance with their clients/students, and possess adequate cultural competency.
- **Assessment and Evaluation**  
A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand, rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment.

The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, treatment outcome, program evaluation, and problems occurring in a broad spectrum of non-clinical settings.

The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

- **Intervention and Consultation**

The intervention competency is conceptualized as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well-being in students through preventive, developmental and/or remedial services.

- **Ethics and Standards**

Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.

- **Confidentiality**

Maintain confidential records in a secure location in accordance with all confidentiality, ethical and legal standards. These records shall not be made available to other persons or agencies without the consent of the Director or designate and the informed consent of the parent. A notice that educational psychologist services have been provided to the student, along with appropriate information can be inserted into the student cumulative folder.

At no time should an educational psychologist discuss in public information pertaining to employees, students or the operation of the division. An educational psychologist is expected to respect the confidential nature of their position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Breaching confidentiality is a serious violation of acceptable conduct and *The Local Authority Freedom of Information and Protection of Privacy Act*.

Legal Reference: Section 85, 87, 108, 109, 175, 231 Education Act