

Breakout Events Descriptions

Please note the numbers on the left correspond to the session number on the breakout programme.

1 AQA Psychology Teachers' forum

Rosie McGinley, Head of Curriculum – Psychology (AQA)

This is an opportunity to contribute to the conversation about AQA Psychology specifications. The session will be an opportunity for discussion and the sharing of ideas, with other teachers and the AQA Head of Curriculum (Psychology)

The session will also gather feedback from you on themes related to the specifications, including:

- Equality Diversity and Inclusion
- Support from AQA.

2 OCR A level forum

Chris McIntyre, OCR

A chance for teachers to get together and network and discuss all things relating to teaching OCR A Level Psychology. Also suitable for if you are thinking of introducing OCR A level Psychology into your school.

3 WJEC/Eduqas forum

Helen J. Kitching, on behalf of WJEC/Eduqas

In this forum we will share ideas for 'teaching the tricky bits'. We will also look at the personal investigations for 2023, 2024 and 2025 and share ideas for teaching them.

4 Edexcel forum

Andy Woods, Pearson/Edexcel, Qualification Product Manager for GCSE and A level Psychology.

The forum is for all Edexcel/Pearson teachers to come and network, share thoughts and ideas. It is also suitable for anyone thinking about making the change to Edexcel. There will also be an opportunity to speak to a Pearson Edexcel representative who can feedback your questions and queries back to the senior examiner team.

5 Bringing the Maths A level Psychology to life

Cat van Saarloos and Sarah Denison

Cat van Saarloos joined MEI, a maths education charity, in 2018. Prior to this she spent 13 years teaching and leading in schools and Further Education. Her work involves delivering courses on maths in A level Psychology and creating engaging classroom resources. These have been very well received and widely used. Cat is passionate about making maths accessible and enjoyable and helping students see its relevance.

Sarah Denison joined MEI in 2021. Prior to this she spent 17 years teaching and leading in schools and working as an SLE. Her work involves delivering courses on maths in A level Biology, Geography and Psychology and supporting students with their transition to degree course containing maths. Sarah has a particular interest in ensuring students from all backgrounds have the opportunity to study maths post-16.

Join this session to get hands on with some of the great resources that have been produced as part of a collaboration between the ATP and the Advanced Maths Support Programme to support Psychology teachers with the delivery of the mathematical content of A level. You can also find out more about free maths for Psychology PD opportunities for next academic year.

Please note, you will need a laptop for this session.

6 International teachers' forum

Jock McGinty, Chair ATP

A chance for teachers from all countries to get together and network, share ideas and collaborate.

7 AQA Psychology teachers' forum

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- Equality Diversity and Inclusion
- Support from AQA.

8 Why we need to know more about the Romanian orphans

Dr Steve Taylor, Short Cuts TV

Our early childhood isn't something we just leave behind us as we grow up. For better or worse, we pack it up and take it with us. A long-standing question in psychological and psychiatric science has been how deprivation in early life affects development.

The English Romanian Adoptees (ERA) study shone new light into this question. It's the only large-scale study to follow a cohort of children who suffered profound institutional deprivation in infancy right through to adult life. It was also a natural experiment, testing whether the love and care of the children's adoptive families could reverse the effects of deprivation.

Some of the findings surprised even the researchers and have revolutionised our understanding of early deprivation by showing that its effects on development aren't simply psychological, but *neuropsychological* (something not usually covered in textbook and on-line accounts).

This workshop will look at the origins, methodology and key findings of the ERA. It will also illustrate how it can be applied not only to questions on Deprivation, but also to other areas, such as Psychopathology, Issues & Debates and Research Methods.

9 So....you want to be a counsellor?

Punam Farmah (She/Her), Counsellor, Red Maple Counselling

Whilst we teach about therapies, and look at Psychopathology, what does Counselling actually mean-what do Counsellors and Psychotherapists actually do? Perhaps, we would also like to be part of the helping profession and would like to train to become one.

A reflection and exploration of what counsellors and psychotherapists do, with a consideration of the Person-Centred Approach. As well training routes and pathways to help clarify and confirm how to get into counselling.

10 OCR GCSE forum

Chris McIntyre, OCR

A chance for teachers to get together and network and discuss all things relating to teaching OCR GCSE Psychology. Also suitable for if you are thinking of introducing GCSE Psychology into your school.

11 How to get published

Cara Flanagan, author

A panel of publishers, authors and (possibly) Youtubers will tell you how they got going with a new source of income. Most of them will tell you that the panel will tell you they got started by coming along to this annual session. Come along and gather some useful tips.

12 Sugar and Spice and all things nice...Why does gender imbalance persist in undergraduate psychology studies?

Emily Slender and Dr Liz Blagrove

Emily Slender is a Warwick Psychology Graduand, based in the West Midlands. Completing her studies in June 2022, her next adventure is to become a secondary science teacher as part of the Teach First programme. Her final year honours project was inspired by a class discussion earlier in her studies, highlighting the gender disparity in Undergraduate Psychology, and how this trend is reversed at senior levels of academic Psychological Science. Her supervisor for this project, Dr Liz Blagrove, is a specialist in cognition, emotion and individual differences at the University of Warwick. Her interest in perceptions of Psychology (and resulting gender imbalance) arose from serving on the Warwick Athena SWAN working group and her outreach/public engagement work in local communities; people really don't understand what psychology is or what it does!

Approximately, 81% of Undergraduate Psychology students are female, although men remain overrepresented at higher levels of the field. Using a mixed-methods exploratory design, our study evaluated views of Psychology amongst KS5 and undergraduate students, including measures of personality, psychological help-seeking, gender stereotyping and science capital. We found that males and non-psychology students displayed more negative attitudes towards seeking psychological help, but psychology students displayed greater levels of openness and lower levels of emotional stability. Taken together, this indicates a complex combination of factors may contribute towards the discrepancy, and that these are likely to already have had negative impact by the time students reach KS5.

Our workshop will 1) present our findings, together with contextualization from the individual differences literature, and 2) explore -as a group- potential

interventions can be developed, targeting the views held by students, teachers, parents and educational institutions.

13 How not to introduce the Oedipus complex to unsuspecting teenagers

Stefan Marianski, Freud Museum

Teaching the psychodynamic approach is no laughing matter. MATTER! I meant matter. Joking aside, in this interactive session Stefan Marianski, Education Manager at the Freud Museum, will be exploring the pleasures and perils of engaging young learners with Freud. Starting with a how-to guide for the worst possible way to engage young learners with core psychodynamic concepts, we'll then consider a few lesson hacks to stir students' curiosity and get them thinking like psychodynamic psychotherapists.

14 ICM Psychology Level 2: First Teaching Sept 2022

Dr Lizzie Gauntlett and Mr Matt Jarvis. ICM

Dr Lizzie Gauntlett and Mr Matt Jarvis will present key information about the engaging, interactive and highly flexible enrichment qualification available to Centres and Learners in September 2022, the ICM Level 2 Award in Psychology (RQF). Lizzie and Matt will share the summarised feedback and outcome of the qualification pilot and will provide a snapshot into the qualification syllabus, suggested scheme of work and the free online resources provided by ICM which comprehensively cover the entire qualification. If you think your Learners would like to enhance their psychological knowledge and understanding and gain the opportunity to design, conduct and evaluate their own research, come along to hear more about this qualification!

15 Boosting our Psychological Resilience

Helen Neary

A session focused on how we can mind ourselves for optimum emotional wellbeing. We will explore the PERMA-V model of wellbeing and how we as teachers can boost ourselves and manage occupational stresses. It will be practical in suggestions and open discussion will be encouraged.

16 A*-y starry night: How Vincent van Gogh can stretch and challenge every little star on your class list

Mandy Wood, PsychStix *Mandy Wood is a freelance author, editor of Psychology Review, online tutor and Head of Pstickology at PsychStix, UK.*

In this unique session you will learn how aspects of Vincent's chaotic life shaped both his creativity and his mental health and how you could use his story to create a special post-exam year 12 to year 13 transition project covering qualitative and quantitative research methods, issues and debates and the approaches.

17 Mastery updated

Sam Shaw

In September 2019 we introduced a mastery curriculum for teaching research methods. This talk provides an introduction to mastery and an update on how our curriculum has worked and perks and problems we've discovered along the way.

18 What does Psychology @ Warwick have to offer?

University of Warwick Psychology department

The Department prides itself on sustaining its excellence in research and research-led teaching. For this, it needs dynamic state of the art facilities for staff and students, enabling both to put its research ethos into practice. If you'd like a break from the hubbub of the main ATP conference, you're welcome to join members of the Warwick Psychology team a short walk away from the Science Concourse, taking a brief tour of the Department.

If the mood moves you- there will be a chance to see some of our specialized lab spaces and/or a chat with us to find out what the Psychology @ Warwick experience is like for its community. We look forward to meeting you!

19 What do we really know about Growth Mindset?

Claire Barker

A meander through what, to some, is seen as a collective 'common knowledge' but for the teacher can be a constant battle to 'get it right'. During this session we will explore the group's opinions and ideas surrounding the concept of GM, delve into the science behind the concept and try our hand at negotiating the communication minefield of giving feedback to students.

20 Adaptive Teaching

Deb Gajic – Independent Educational Consultant

Deb was previously head of Psychology at The Polesworth School (an 'outstanding' school, where Deb was an 'outstanding teacher'!) and a Chartered Psychologist. She now works as an Independent Educational Consultant working for major awarding bodies and publishers, as an author and trainer, and as a tutor (to both students and trainee teachers). She has been a member of the ATP committee for many years and her latest role is Treasurer, previously having held the posts of Chair, Website Editor and Magazine Editor. She is passionate about teaching and regularly runs CPD sessions for teachers, revision sessions for students and other bespoke training.

Standard 5 of the Early Career Framework is adapt teaching, but this workshop is also suitable for experienced teachers not just ECTs. Adaptive teaching is about having the tools and confidence to act as learning is taking place. What students have learned is monitored continuously rather than relying on summative assessment to evaluate what students have learned. In adaptive teaching, the teacher's role is to monitor each student's learning and to adjust instruction as necessary. In essence, CHECK, REFLECT, RESPOND. This workshop will consider how to incorporate adaptive teaching techniques into your classroom. There will be lots of practical psychology examples and the opportunity to share good practice.

21 Stress in Teaching: 'What can schools do to reduce Teacher Stress & Mental Well-Being?'

Trevor Dunn BA MSc PGCE MEd CPsychol AFBPsS FHEA FRSA

ARU Cambridge

75% of teaching staff in schools & colleges experienced symptoms stemming from their work including Depression, Anxiety, and Panic attacks. (Charity Education Support Partnership, 2017). Teachers have taken a total of 1.3 million days leave for stress in the past 4 years. (Lib Dem Research, 2018). This talk will present findings from teacher's responses to the question of what can and

should schools/colleges be doing to reduce stress & mental well-being, from a sample of 50 teachers, and will introduce you to ways of helping you maintain better levels of mental health within your school, and teaching for the next academic year.

22 It's all about the context

Helen J. Kitching, CPsychol, FBPSS, MSc, Independent Psychology Education Consultant

Helen is a Chartered Psychologist and Fellow of the BPS and Chair of DART-P and SCoPESC (BPS). She is Head of Psychology at a school in Eastbourne as well as tutoring for the Eduqas/WJEC specs. She is also an author, editor of ATP Today magazine, peer reviewer for PTR, conference organiser and freelances in Psychology Education consultancy and teacher training.

I almost bought a stamp saying 'contextualise' because I was so fed up of writing it on my students' practice research methods papers. So, I've spent this year looking at how to help students with this challenging skill. This session will focus on teaching contextualisation skills in research methods. We'll look at different ways to tackle the problem including using core studies to teach scenario-based exam-style questions. I will also be able to help with stats-related questions and ideas for practical projects for your students. Feel free to come and share your ideas too.

23 Rites of Passage, Rituals, Apes and Cvids

Evie Bentley, Sussex Science tutor

"Rites of Passage, Rituals, Apes and Cvids"

A look at where are human need for rites of passage take us, how psychology can explain this need and show it is not just a human experience.

24 Using Pedagogical Theory in your Teaching

Deb Gajic, Independent Educational Consultant

Using Pedagogical Theory in your Teaching

How often have you sat through whole school CPD on pedagogy and thought this would be great if it was linked to psychology teaching? This workshop will consider how knowledge and understanding of cognitive load theory and Rosenshine's 10 principles of instruction can be applied to your psychology teaching. There will be lots of practical examples shared which are relevant to psychology and the opportunity to share good practice.

25 Enhancing Student Experience: A Trauma-informed Approach

Aletia Leong

Aletia is a full-time Head of Psychology and part-time PhD Trauma Researcher, her work investigates ways of embedding trauma-informed strategies to make teaching and learning more inclusive and centred around wellbeing.

This talk will explore applying theoretical knowledge to the everyday classroom, with practical suggestions of how to make your practice more trauma-informed.

26 Biopsych-tastic! Useful AND life changing stuff

Harriet Ennis

An update on research into paradoxical lucidity and other consciousness related phenomena...it'll literally blow your mind and give you some really great spice for your biopsych teaching.

27 How to become a Chartered Psychology. A DART-P

sponsored workshop

Claire Barker (DART-P) and Lyndsey Hayes

If you are interested in becoming a Chartered Psychologist of the British Psychological society, come along and find out what the process is and how you can apply.

28 Crossed Wires: Freud, Neurology and Psychoanalysis

Dr Chris Nicholson, Head of Department – Psychosocial and Psychoanalytic Studies, University of Essex, Chair – The Consortium of Therapeutic Communities

In this session, using visual material to illustrate my case, I will introduce you to the real Freud – one of the most important figures in contemporary Western life. The 'Freud' we are presented with frequently stands in antithesis to modern neurology and somewhat against the scientific method, but did you know that before Freud developed psychoanalysis he was a Neuroanatomist and studied the human brain extensively, especially children's brains? Or that some of his neurological discoveries were major achievements far ahead of their times? How did this experience and training influence the development of psychoanalysis, and Freud's highly influential ideas about the nature of trauma, memory and psychotherapeutic treatment, and in what way is observation at the very heart of psychoanalytic practice.

29 Mind the Gap: Understanding the transition from A-level Psychology to degree level study

Paul Bishop and Sally Quinn from the University of York

The aim of this workshop is to give you an increased understanding of how teachers can support the successful transition from A-level Psychology to degree level study of the subject. The session will be led by psychology academics who have extensive experience of supporting students in the initial years of university. Suitable for all teachers of A-level Psychology.

During the session you will:

- gain insight into issues that students face as they transition to studying psychology at University
- discuss some of the skills that are required and assessed in the first year of psychology and how students can be supported in this vital stage of their studies
- have an opportunity to quiz the academics about any aspects of studying psychology at University including admissions..

30 What is it with research methods?

Cara Flanagan, Southwest Conferences

Consider this - a student could almost get an A level in Psychology knowing just the research methods content (25% is about a pass). In addition, research methods questions offer a great opportunity for grade boosting - it is easier to get 100% on short answer questions than on essays.

This session will provide an opportunity to discuss how to maximise research methods performance and enjoyment.

31 Delivering Counselling skills to psychology students

Viv Louizos & John Graves

As one of the very few schools and colleges offering professional training courses to full time "A" level students, we will share our experience of over 20 years. We offer two CPCAB (Counselling & Psychotherapy Central Awarding Body) Level 2 vocational courses to our Psychology students. These are very similar to equivalent courses offered to adults embarking on their first steps towards a career in the helping professions. Although they don't carry UCAS points, we have found that university admissions officers are very impressed that applicants have undertaken these courses and they have enabled students to be offered a place on Psychology and related degrees with slightly lower offers than usual.

The courses are skills based, and provide a very useful application of the theory and concepts covered in "A" level Psychology, to real world interpersonal communication.

This session will explain the requirements, nature and content of the courses. We will bring some student portfolios to show you, and we will be happy to answer any questions you may have. We can also offer mentoring to new tutors, if you would find that helpful.

We also offer L2, L3 and L4 courses in Counselling and Life Coaching to adults in the evenings (including, over the years, many of our "A" level Psychology teaching colleagues), and would be happy to answer any queries about those too.

32 The Strange Case of Dr Jekyll and Mr Hyde and Freud

Dr Chris Nicholson, Head of Department – Psychosocial and Psychoanalytic Studies, University of Essex, Chair – The Consortium of Therapeutic Communities

The Strange Case of Dr Jekyll and Mr Hyde was written about the same time Freud was beginning to set out his ideas. Freud's ideas particularly deal with an understanding of human behaviour and motivation, ambivalence (or duality) using his idea of the unconscious and the inner world. In this session, we will ask the questions 'What is the nature of violence?' and 'what factors motivate murderous behaviour?' Using The Strange Case of Dr Jekyll and Mr Hyde we will consider what motivates the vicious murder of Sir Danvers Carew who Hyde beats to death. How can psychoanalysis help us to understand the factors involved in this violent act?

33 Low Stakes fun stuff!

Rosie Ball & Sofia Afsar

20 ideas that have made teaching Psychology fun-come and share your ideas too!

34 The Changing Brain

Dr Guy Sutton, Director, Medical Biology Interactive and Honorary (Consultant) Assistant Professor, University of Nottingham School of Medicine

This talk will deal with brain changes from the womb through to childhood and adolescence through to dementia and consciousness at end of life, bringing in new research.

35 What does Psychology @ Warwick have to offer?

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36 Digital tools for teaching psychology

Matt Jarvis

Matt Jarvis is an award-winning Certified Learning Technologist and JISC-accredited Digital Leader. He is also a Chartered Psychologist, Fellow of the Chartered College of Teachers and Society for Education & Training, Associate Fellow of the British Psychological Society and Higher Education Academy and a Fellow of the Royal Society of Arts. With 25+ years' experience as psychology teacher and trainer, Matt currently leads digital education for a large social justice and education charity and consults to publishers, Awarding Bodies and technology companies.

The pandemic taught everyone in education the importance and potential of learning technology, but the technology needed in and around the physical classroom is very different to what was helpful in lockdown. The aim of this talk is to introduce the kinds of technology that can really enhance learning in the psychology classroom in the context of psychological theory. Learn what is meant by buzzwords like microlearning, adaptive learning, gamification and html5 interactivity and get a psychological understanding if why people use technology wrong, why we are or aren't motivated to use learning technology and how to optimise learning for exams. This is an introduction to the full-day courses I will be running in the Autumn.

37 Positivity in the classroom

Marc Skelton, PhD Student, University of Warwick & Secondary School Mathematics Teacher

Marc has spent 15 years in secondary education working as a mathematics teacher, Head of department, Specialist Leader of Education and Assistant Vice-Principal. He currently leads Teaching and Learning at a school in Rugby. After many years spent researching and examining the benefits of using an

understanding of cognitive psychology in the classroom, more recently a desire to understand positivity more fully in the learning environment has led him to study for a PhD in the Department of Psychology at the University of Warwick.

'Positivity in the classroom' may be a loaded phrase- arguably, the learning environment has never been more challenging for staff and students alike. Using the twin lenses of cognitive and positive psychology, it is possible to explore questions as how students define authentic learning, what factors facilitate this, generalized effects of learning environment, and why some are more 'successful' learners and/or engage more intuitively with facilitatory factors than others. In this workshop, Marc will introduce two of his current studies; 1) a 12-month year group cohort goal-setting project with secondary school students, and 2) a whole-school cohort exploratory study gathering reflections on positivity elicitation in secondary education students. In the second half of the workshop, participants will explore these findings interactively, from the perspective of classroom implementation.

38 Mind the Gap: Understanding the transition from A-level Psychology to degree level study (AQA workshop)

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39 Psychology in the classroom

Lucinda Powell, Changing States of Mind

From Teenage Neurodevelopment to Nature Connectedness Psychological research is wide ranging. Over the past 2 years I have gathered Psychologists from around the world to talk directly to teachers, through the medium of Podcast, about their research, the research of others and implications for education. This session will bring together the highlights of this auditory journey - the best advice, the things you shouldn't believe, things you probably know but have forgotten, practical classroom tips and more - to help you get a better understanding of the vast array of research out there and how it can be applied to the classroom.

40 Talking to students about Careers in Psychology and Employability (DART-P workshop)

Dr Emma McDonald, Cardiff Met University. Vice Chair Teaching, DART-P

When I first studied psychology at A-level, careers conversations in my class were about becoming the next "Cracker". Cracker was a series that followed a fictional criminal psychologist (or as they called it, "cracker") who worked with police to help them solve crimes. Of course, this was a completely unrealistic psychological career path, but there were very few psychological career role models, and as students, we did not know where to go to find reliable information.

In this workshop, we will be discussing different realistic career opportunities in the world of psychology. We will look at the Chartered psychological professions outlined by the BPS. We will also be looking at the psychological professions that have a growing place in the NHS, such as Psychological Wellbeing Practitioner (PWP) and Education Mental Health Practitioner (EMHP).

We also know that most students will not become psychologists, so it is equally essential students can develop and articulate their skills while studying the subject. A core part of studying psychology is developing psychological literacy, applying psychological knowledge to the world around them. This workshop will discuss key skills and applications of psychological literacy that will enhance employability.

41 The changing brain

Dr Guy Sutton, Director, Medical Biology Interactive and Honorary (Consultant) Assistant Professor, University of Nottingham School of Medicine

This talk will deal with brain changes from the womb through to childhood and adolescence through to dementia and consciousness at end of life, bringing in new research.