

Editorial

Nau mai, haere mai and welcome to the second issue of *Advances* for 2017. This is a general issue with a wide and wonderful range of articles, *New Voices* and *Practice Reflections*, and book reviews.

Our first issue of 2017, 19(1), was a special issue on Critical Leadership and Innovation in Social Work Education, edited by Professors Marie Connolly, Charlotte Williams and Lesley Cooper on behalf of the Australian Heads of Schools. The issue following this current one, and the first for 2018, will be a special issue on Field Education, with guest editors Mim Fox, Monica Short and Neil Hall. We currently have a call for abstracts and full article submissions for the second issue of 2018, another general issue, and we especially encourage presenters at this year's successful ANZSWWER symposium in Auckland to develop presentations into articles.

Members of ANZSWWER will be aware that there is a pending review of the journal; this is scheduled for the summer of 2017/18. The review has the overall goal of future-proofing the journal, sustaining the sanity of the editors, and ensuring that the membership of ANZSWWER and the wider readership of *Advances* have delivered to them the best possible journal, one that reflects the interests of social work and welfare education, practice and research in Australasia and beyond. Joining Carole on the editorial team in early 2018 will be Dr Mim Fox from the University of Wollongong, and further changes may be forthcoming as a result of the commissioned review.

This general issue has a broad, eclectic and exciting range of articles. First up, and Editor's Choice for this issue, is Antonia Hendrick and Susan Young's work on taking an Ally position in decolonising the social work curriculum. The importance of this thoughtful stance on confronting the ongoing challenges of decolonisation is not limited to Western Australia nor to Australia as a nation: all countries with a history and ongoing experience of colonisation, Aotearoa New Zealand and the Pacific nations included, continually strive to develop social work theory, education and practice according to principles of partnership and collaboration between Indigenous peoples and settler populations. This article, combining personal, practical and educational elements in the development of a framework for Ally work, captures a significant development in social work's striving for integrity and justice in inter-cultural relationships.

The theme of colonisation continues in Christine Morley, Selma Macfarlane and Phillip Ablett's article on the capture of social work education by neoliberalism. Two key pieces

of learning immediately emerge from this thoughtful piece that considers how educators might develop agency and resistance strategies: firstly, that neoliberalism is indeed a dominant cultural force and a process of power and control (factors that are often hard to get a handle on when we are embedded in their influence upon our work); and secondly, that the Australian universities' experience described here is by no means unique: resistance to the commodification of human experience is a global struggle.

Many of the subsequent articles grapple with the opportunities presented by current issues and contextual influences on social work and human services education. Rebecca Giles and Deb Stanfield describe the curriculum development opportunity for new approaches to learning that arose out of an externally mandated degree re-development in New Zealand. Creation of space for critical reflection and practice meaning-making here can be seen as both integral to practice development and as a resistance strategy to those influences that seek to define our professions without us. International and inter-cultural learning and meaning-making are described by Peter Jones and Debra Miles within a frame of transformative learning, and Eunhye Ahn describes how peer mentoring can assist international students on social work programmes in Australia to make sense of their experiences.

The challenge of creating processes whereby students can optimise their learning is addressed by several articles: two consider the incorporation of digital technologies as a learning and teaching strategy. Dyann Ross, Tina Lathouras, Jason Riddell, Amanda Buchanon and Vince Puccio grapple with the challenges of learning and transformation through spatially immersive technologies in simulation methods, and Mike Webster and Sue Tickner consider the concept of blended learning that seeks to integrate workplace realities and an academic study programme. Sandra Croaker, Tracey Dickinson, Sally Watson and Ines Zuchowski then consider teaching and learning in a Field Education context with a pragmatic and helpful discussion in relation to assessing student suitability for practice. Jenny Martin contributes to the theme of student engagement with learning and practice realities in her consideration of mental health literacy and awareness of stigma within social work programmes. Shifting the focus from student learning and engagement through to graduate development and employment, Sonya Hunt and colleagues Melanie Tregurtha, Albert Kuruvila, Simon Lowe and Kelly Smith follow the employment outcomes of one cohort of social work graduates for three years during their transition to practice. Finally, a focus on practice in child welfare is provided by Shirley-Ann Chinnery in a detailed review of five measures designed to assess adult relational qualities in foster care situations.

This current issue is ably completed by a New Voices article by Melissa Loos and Sarang Kim which examines a coaching and mentoring approach to supporting social work students on placement, and by a Practice Reflection by Mim Fox and Samuel Horder that develops a visual model to support social work students and new practitioners in their everyday theory-practice identification and application. Three book reviews by Emily Keddell, Matt Rankine and Claire Virtue respectively span critical social work, social work in Aotearoa New Zealand and a self-help guide for trauma therapists.

Many thanks to all authors and reviewers who have contributed to the success of this issue, to Sue Osborne for copy-editing and to Inkahoots for production. Your work is much appreciated. To all contributors and readers, have a safe and relaxing summer.

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