

Editorial

We are pleased to publish this issue of *Advances* for 2016 earlier than has been possible in previous years.

In large part this is due to our receipt of a steady stream of content. In this issue we feature seven thought-provoking articles, a 'New Voices' contribution and four book reviews. There is no single theme that unites the varied articles in this collection, but considered together they do tell a story about the diversity of issues, the importance of critically reflective practice, and the ongoing development of social work and welfare education in Australia and New Zealand.

The articles selected for this issue demonstrate the ongoing commitment of educators in Australia and Aotearoa New Zealand to fostering pedagogy that is reflective on and relevant to the complex cultural environments in which we teach and learn. This issue was compiled by Liz Beddoe, with articles included that were edited by Sue Gair over 2015, prior to her retirement from the editorship.

In the first article David Hodgson and Lynelle Watts present 'Four principles of good assessment practice: A teaching and learning approach to designing and assessing student work'. David and Lynelle utilise focus group data to present principles of good assessment practice that can be used to guide a teaching and learning approach to curriculum development and pedagogy in social work education.

The next article, our Editors' Choice for this issue is 'Reflective practice: Building a culturally responsive pedagogical framework to facilitate safe bicultural learning' by Samantha Tsuruda and Matt Shepherd. Samantha and Matt explore culturally responsive pedagogy in a bicultural social work education course. They describe the framework *Porotaka Kōrero*, which is Te Reo Māori (Māori language) for 'talking circles', which aimed to foster a safe and respectful co-learning environment among students.

Two articles from Aotearoa New Zealand focus on the role of social work education in developing the next generation of social workers, as readiness for practice continues to be a theme in this journal. Kathryn Hay, Michael Dale, Polly Yeung report on field educators experiences in 'Influencing the future generation of social workers': Field educator perspectives on social work field education'. The 'Transition to professional social work practice: The initial year' is the focus of the article by Sonya Hunt, Simon Lowe, Kelly Smith, Albert Kuruvila and Emma Webber-Dreadon.

The constant need to develop and innovate in field education remains a significant challenge on both sides of the Tasman Sea and 'A rotational social work field placement model in Regional Health' is reported by Norah Hosken, Liana Green, Jody Laughton, Robyn Van Ingen, Fiona Walker, Sophie Goldingay and Sevi Vassos. The rotational model was developed as a collaborative partnership between social work staff at a regional university and public health social workers and met a generally positive reception.

The need for social work education to be responsive to changing population needs is discussed in 'Double jeopardy: The ageing LGBT population in social work education' by David Betts, Jane Maidment and Nikki Evans. David and his colleagues review the literature on the extent to which social work education prepares students to work with lesbian, gay, bisexual, and transgender (LBGT) people and ageing individuals.

'Mental health literacy and social work education' is discussed by Jennifer Martin with reference to a study in which a Youth Mental Health First Aid (YMHFA) mental health literacy course was mapped against the mental health curricula required for social work degree programs accredited by the professional body, the Australian Association of Social Workers (AASW).

In our 'New Voices' section we welcome a contribution from Zoe Wyatt and Lauren Oliver. In 'Y-Change: Young People as Experts and Collaborators' Zoe and Lauren showcase Y-Change, the Berry Street Childhood Institute's youth leadership and social change pilot project, which aims to empower and enable young people who have experienced disadvantage to add their largely absent voices.

We are pleased to include four book reviews in this issue. As editors of *Advances* we are delighted to be receiving a constant stream of new books to review, mainly by authors from Australia and New Zealand. This is a very positive sign of the engaged and vibrant scholarship in our communities. We are keeping our promise to have books to review for each issue and to retain our focus on books authored or edited by Australian and New Zealand authors. We will review other books from time to time when these are likely to have strong appeal to our readership. If you are the author or editor of a new book for release in 2016 please ask your publisher to send books to review to Liz Beddoe (email first at: e.beddoe@auckland.ac.nz).

We are very keen to hear from you about research and innovation in social work & welfare education and reflections on what inspires your students. We particularly welcome article that explore research and innovation in culturally inclusive and anti-oppressive education in social work and human services programs. We will of course invite authors presenting papers at the upcoming ANZSWWER symposium to be held in Townsville in September to submit manuscripts for our 2017 edition. The theme for the symposium is 'Advancing the Critical Edge in Social Welfare Education, Research and Practice' and will be inclusive of the following topics:

- Environmental sustainability, social justice and human rights
- Diversity, inclusion and consumer rights
- Advancing critical practice in complex times
- Working in partnership with Aboriginal and Torres Strait Islander peoples
- Critical engagement with new technologies

Intending authors will find the Author Guidelines on the ANZSWWER website to assist you to prepare your article for submission to Advances.

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April 2016.