Globalising Social Work Education: the Relevance of Global Standards in Australasia

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Globalising SW Education

Research

Document analysis of:

- Global Standards for the Education and Training of the Social Work Profession 2004 (GS) – IASSW & IFSW
- Social Workers Registration Board 2015 (SWRB) – the process for recognition/re-recognition of social work qualifications in NZ
- Australian Association of Social Workers 2012 (AASW) - social work education and accreditation standards
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Background to documents

**GS:** - IASSW & IFSW 2004
- purpose: to promote quality SW education globally, benchmarking

**SWRB:** - NZ government legislation, regulation of SW/SW education 2003
- purpose: to protect the public, regulate SW/SW education, promote the profession

**AASW:** - SW profession, self regulation of SW and SW education in Australia
- purpose: quality SW education, membership
Analysis

- 11 sections of the GS that are used for comparison with SWRB & AASW
- alignment at high, high/medium, medium, (none at medium/low or low/non-existent)
  - High = full alignment
  - High/medium = 1-2 pieces missing
  - Medium = more significant gap
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**Comparison (1)**

<table>
<thead>
<tr>
<th>Global Standards</th>
<th>SWRB</th>
<th>AASW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Definition of SW</strong></td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td><strong>Core Purposes of SW</strong></td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td><strong>1. school’s core purpose</strong></td>
<td>Medium</td>
<td>Medium/High</td>
</tr>
<tr>
<td><strong>2. programme objectives + outcomes</strong></td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td><strong>3. programme curricula + field education</strong></td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>
# Globalising SW Education

## Comparison (2)

<table>
<thead>
<tr>
<th>Global Standards</th>
<th>SWRB</th>
<th>AASW</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. core curricula</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>5. professional staff</td>
<td>Medium/High</td>
<td>Medium/High</td>
</tr>
<tr>
<td>6. social work students</td>
<td>Medium/High</td>
<td>Medium/High</td>
</tr>
<tr>
<td>7. structure, administration, governance + resources</td>
<td>Medium/High</td>
<td>Medium/High</td>
</tr>
<tr>
<td>8. cultural + ethnic diversity, gender inclusiveness</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>9. values + codes of conduct</td>
<td>High</td>
<td>High</td>
</tr>
</tbody>
</table>
Discussion (1)

Service users & student participation:
- Service users weaker role – SWRB & AASW
- Students not in governance – GS

Student representativeness:
- Student cohort not reflecting community - SWRB & AASW

Indigenous rights & political action:
- Indigenous rights limited – GS
- Strengthen social change to political action - SWRB & AASW
Discussion (2)

**Gender & broader equity:**
- Need policy on gender & equity in schools - SWRB & AASW

**Staffing:**
- Need policy to evidence adequate staffing - SWRB & AASW
- Need workforce policy for equity goal - SWRB & AASW

**Teaching:**
- Need policy on SW education philosophy – SWRB
- Need policy on teaching qualifications – GS, SWRB & AASW
**Discussion (3)**

**Governance & workplaces:**
- Need policy on reflecting SW values in school workplace - SWRB & AASW
- Include IFSW policy: Effective & Ethical Working Environments for SW, 2012 - GS

**Resourcing:**
- Need policy to evidence adequate infrastructure resourcing
  - SWRB & AASW
Discussion (4)

**Standards:** their role in democratising SW education through reinforcing equity issues.

**Sector engagement:**
SW exists within a political and broad sector context that requires maximum alignment to achieve quality education.
Conclusion

- decolonisation: prioritise in SWRB & AASW
- SWRB: recognise the GS in its policy and note gaps
- Review the GS and note gaps
- Do further review of revised AASW and SWRB policies
- Sector wide review of SW education
- Research application of standards
List of References: