



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

**David McNabb**

– Unitec, Auckland, Aotearoa New Zealand

ANZSWWER Symposium, University of Auckland, Aotearoa New Zealand, 2017



# 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



# Globalising SW Education

## 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



# Globalising SW Education

## 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



# Globalising SW Education

## Comparison (1)

<b>Global Standards</b>	<b>SWRB</b>	<b>AASW</b>
<b>International Definition of SW</b>	Medium	High
<b>Core Purposes of SW</b>	High	High
<b>1. school's core purpose</b>	Medium	Medium/High
<b>2. programme objectives + outcomes</b>	High	High
<b>3. programme curricula + field education</b>	High	High



# Globalising SW Education

## Comparison (2)

<b>Global Standards</b>	<b>SWRB</b>	<b>AASW</b>
<b>4. core curricula</b>	High	High
<b>5. professional staff</b>	Medium/High	Medium/High
<b>6. social work students</b>	Medium/High	Medium/High
<b>7. structure, administration, governance + resources</b>	Medium/High	Medium/High
<b>8. cultural + ethnic diversity, gender inclusiveness</b>	High	High
<b>9. values + codes of conduct</b>	High	High



# Globalising SW Education

## 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



# Globalising SW Education

## 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





# Globalising SW Education

## 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



# Globalising SW Education

## 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.



# Globalising SW 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**



# Globalising SW Education

## List of References:

- Agius A and Jones DN. (2012) Effective and ethical working environments for social work: The responsibilities of employers of social workers. Bern: International Federation of Social Workers.
- Australian Association of Social Workers. (2012) Australian Social Work Education and Accreditation Standards (ASWEAS) 2012 V1.4. Available at: <http://www.aasw.asn.au/document/item/3550>.
- IASSW, & IFSW. (2004). Global standards for the training and education of the social work profession. Retrieved from [http://cdn.ifsw.org/assets/ifsw\\_65044-3.pdf](http://cdn.ifsw.org/assets/ifsw_65044-3.pdf)
- McNabb, D. J., & Connolly, M. (2017). **The relevance of Global Standards to social work education in Australasia. *International Social Work*, 0(0), 0020872817710547. doi: 10.1177/0020872817710547**
- Social Workers Registration Board. (2015) The process for recognition/re-recognition of social work qualifications in New Zealand. Available at: <http://www.swrb.govt.nz/policy>.