



International Network for School Social Work

<http://internationalnetwork-schoolsocialwork.htmlplanet.com>

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Schulsozialarbeit in Austria

Population 8,418,000. Currently there is increased interest in advancing and expanding school social work in Austria. A study by Michaela Adamowitsch for Ludwig Boltzmann Institute Health Promotion Research collected information for the school year 2010/2011 to create a baseline of school social work in Austria. The study included 24 school social work programs with at least one from each of Austria's 9 Federal States. It involved an online questionnaire for 131 school social workers at 256 schools.



The results provide a basis for developing guidelines for implementing school social work throughout Austria. There are various models of employment: By the school board in Vienna, through the child and youth service agency in Upper Austria and by private agencies. The school social workers offer casework and groupwork, preventive activities and consultations with teachers. Reducing early school-leaving and interventions with pupils who have emotional and behavioral problems are some of the main concerns. Most of the practitioners are certified social workers and a few have a background in social pedagogy or educational sciences.

Reference

Adamowitsch, M, Lehner, L, Felder-Puig, R (2011): Schulsozialarbeit in Österreich: Darstellung unterschiedlicher Implementierungsformen. Wien: LBIHPR Forschungsbericht. [*School Social Work in Austria: Outlining Different Models of Implementation. Vienna: LBIHPR Research Report.*]. Contact <mailto:Michaela.Adamowitsch@lbihpr.lbg.ac.at>

Social Workers in Norway's Schools

Population of Norway 5,033,675. Social workers are well represented in Norway's schools with a variety of job titles including Miljøterapeut (social environment therapist), Miljøarbeider (social environment worker), Vernepleier (social educator), Barnevernpedagog (child welfare worker), Sosionom (social worker), Sosiallærer (social teacher) and Sosialkurator (social caseworker). Social workers have been a part of the Norwegian school system since the 1950's. Then they were employed in special schools for children and youth with behavioural problems or physical and mentally handicaps. Inside of these institutions they were responsible for care, upbringing and education. Such schools no longer exist, and since the early 1990's

children in need of extra care have been integrated into the ordinary school system. The school system in Norway has changed a great deal the last 30 years. From having a strict school policy based on discipline, and a view that the school system's role was only educational, today the school system also has been given a role in reducing social differences. An important task is that all children and youth are included in the regular school system, and are offered education that is adjusted to their capabilities. Thus there is a need for other professions apart from the teachers. Unfortunately this has not been formalised, but because some schools and communities have been aware of the value of employing social workers, we now find them in the school system. This has happened in the last 10-15 years.

They have various tasks in the school system. Mainly the social workers work with individuals at risk and their families, and with groups of children. An important part of the work is also to establish and work on good relations between pupils, their families, teachers and services outside of the school, such as psychiatric services, child welfare services and social services.



In Norway, employing social workers in the schools is not compulsory. To expand the number of social workers in the school system is a task for the Union. The social workers are represented by the Norwegian Union of Social Educators and Social Workers *Fellesorganisasjonen for Barnevernpedagoger, Sosionomer og Vernepleiere (FO)* www.fo.no. The FO functions as both a Professional Association and a Trade Union, conducting wage negotiations and work-place activities, lobbying on matters concerning social policy and activities to promote professional social work and education. Ethics is fundamental in social work and ethics issues are high on FO's agenda. *Information from Ellen Galaasen.*

School Social Work International Collaboration **Leticia Villarreal Sosa**

On Friday, September 28th the School Social Work Committee on International Collaboration had its inaugural meeting. The School Social Work Association of America is facilitating the committee and it will be co-chaired by Leticia Villarreal Sosa, Assistant Professor at Dominican University in River Forest, IL, and Mei Ling Tan-Wu, Chair of the School Social Work Chapter of the Singapore Association of Social Workers. The Committee is comprised of both school social work practitioners and social work professors and has a long-term goal to establish an online school social work training program. Social workers and professors from Japan, Korea, Sri Lanka, Austria, Singapore, Scotland, and the United States participated in the first meeting. The committee discussed school social work training and standards in the respective countries. The committee hopes to create a network that will lead to international collaboration and sharing of resources such as the exchange of syllabi and opportunities for shared training and professional development.

For the next meeting we are asking that members send existing syllabi and competencies to the committee chairs. From this information, we will begin to identify common competencies and an understanding of necessary adaptations for local needs. The next meeting will take place on Friday October 26th. If you are interested in joining the committee, please contact committee co-chairs Leticia Villarreal Sosa at lvillarreal@dom.edu or Mei Ling Tan-Wu at tan.wu.meiling@gmail.com.