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School Social Work in a Global Context


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School Social Work in a Global Context

Abstract

We are pleased to announce our second issues of the International Journal of School Social Work (IJSSW). With its publication, IJSSW continues our focus on providing open access to evidence based and peer reviewed literature to school social workers around the world. As social workers, our practice is inherently global regardless of where we practice and by creating ways to share information across borders. When we practice from a global social work perspective, we appreciate diversity and understand global issues that face the students and families we serve. In particular, this understanding comes with special attention to differences in privilege, and access to resources as a result of that privilege. As we do work across national borders, the importance of both evidence-based practice and the development of local knowledge have been magnified by the increasing demand to demonstrate student outcomes as well as the expanding international scope of school social work practice. This journal will allow school social workers from around the world greater access to current research, and for the exchange of resources, knowledge, and perspectives.

Keywords

school social work, global social work, international school social work

School Social Work in a Global Context

We pleased to announce our second issue of the International Journal of School Social Work (IJSSW). With its publication, IJSSW continues our focus on providing open access to evidence based and peer reviewed literature to school social workers around the world. Globalization, with its removal of barriers to free trade and the movement of capital, has the potential to enrich everyone across the globe, reduce isolation, and increase access to knowledge (Stiglitz, 2003). However, we recognize there are also inherently negative consequences to globalization, specifically for our journal, in heightening the digital divide and restricting access to research. As social workers, we can all respond by understanding that our practice is inherently global regardless of where we practice and by creating ways to share information across borders. When we practice from a global social work perspective, we appreciate diversity and understand global issues that face the students and families we serve. In particular, this understanding comes with special attention to differences in privilege, and access to resources as a result of that privilege.

As we state on our journal homepage, “The purpose of IJSSW is to expand the quantitative and qualitative research base supporting school social work services throughout the world.” As we do work across national borders, the importance of both evidence-based practice and the development of local knowledge have been magnified by the increasing demand to demonstrate student outcomes as well as the expanding international scope of school social work practice. This journal will allow school social workers from around the world greater access to current research, and for the exchange of resources, knowledge, and perspectives. Thus, in publishing this second issue, we celebrate the potential and the vision for providing social workers across the globe the knowledge and skills to support positive social transformation, mediate the negative consequences of globalization, and share resources in a way that will allow us, as school social workers, to be proactive in promoting school social work and proposing policies and practices that support children and families across national borders. Regardless of where you live and practice, we can all be “global” social workers by understanding how global issues impact our students, understanding our own identities as global citizens, and acting in ways that promote human rights locally and across international borders.

School social work is now established in approximately 50 countries (Huxtable, 2014). Beginning in the 1980’s, social workers

across the globe have been engaged in successful advocacy for school social work practice (Huxtable & Blyth, 2002). In areas such as Singapore and China, school social workers are now developing standards and have a professional organization. In South Korea, the school social work organization alone has more than 3,000 members. With an emphasis on children's rights and equity, school social work internationally can contribute to the continued development of the School Social Work Association of America's Practice Model and the work across various countries to establish standards of practice.

Therefore, as a profession, we need to continue to establish and develop international networks in order to exchange information. As global citizens and school social workers, we can continue to advance the profession, collaborating across national borders, and according to the mission of the International Committee on School Social Work Collaborations, meet "the needs of children in schools globally by ensuring quality school social work services through school social work training and credentialing as well as promoting the exchange of expertise, experience and resources with a view to strengthen the international presence of school social workers" (ICSSWC, n.d.).

Sincerely,

Editors, *International School Social Work Journal*

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