Editorial

Welcome to the first issue of *Advances* for 2019.

Advances is increasingly well known as an Australasian social work and human services journal with a focus on education for practice, and for inviting research and practice reflection that is grounded in the local, national and trans-Tasman context, with articles having a global reach for their cultural and pedagogical relevance.

This general issue demonstrates the extraordinary range of pedagogical and practice inquiry undertaken with education and practice in our field, and several articles take this inquiry beyond Australasia and into the Asia-Pacific region.

The first two articles provide thought-provoking challenges for social work practice and, by extrapolation, suggest how current issues facing families and communities need to be re-framed in social work and welfare education and research. David Burck, Deborah Walsh, and Deborah Lynch's article has been chosen as editor's choice for this issue because it provides a thoughtful, scholarly exploration of child-to-parent abuse (in itself, not perhaps a common focus within family violence practice, research and education). The article argues that a construction of child/adolescent violence towards parents arising out of permissive parenting styles is not sufficiently nuanced and may mask what is largely a gendered experience for mothers. The authors argue that, without consideration of protective parenting by mothers, and without acknowledgement of the impact of domestic violence trauma upon them, service delivery will continue to make gendered assumptions characterised by blaming and marginalisation.

Challenging assumptive thinking is also the task of the second article, by José van den Akker. Her writing presents a philosophical debate that raises important challenges for our conceptualisation of person-centred work in social work and human services by juxtaposing the concepts of the neoliberal forces currently dominant in policy and practice alongside those of Rogerian person-centred thinking. The author argues that a reconstruction of Rogerian principles underpins the capacity of human beings to be active agents in the world, and that this can challenge power relationships and hierarchies upon which the neoliberal political economy, and its shaping of human services, is reliant.

The following five articles are bound together by a common thread related to social work and welfare education in the face of diversity and cross-cultural relationships, reflective of the colonisation and immigration stories of our Australasian world, but also of the desire of our programmes and students to explore what social work means in countries

outside of our own. David McNabb's research in the area of decolonising the social work curriculum in Aotearoa New Zealand explores the commitment of educators to honour Te Tiriti o Waitangi and promote decolonising processes, whilst recognising the systemic and structural barriers to achieving this. James Lucas and Sevi Vassos address the tensions inherent in the provision of non-traditional social work placements, which create opportunity but which may risk not achieving the pedagogical intent of the social work and human services programmes.

Three articles specifically address the outreach of Australasian social work programmes into countries in the Asia-Pacific region. These are important contributors to the debates regarding students' desire for cross-cultural learning, in balance with the risks of appropriation and further colonisation from "first world" to "third world" countries. Stephen Larmar, Jennifer Boddy, Patrick O'Leary, and Connie Allen consider how global mobility may contribute to transformative intercultural learning and the development of culturally sensitive practice, through consideration of Australian students' visiting Nepal. Lee Henley and a large team of largely local social work and teaching staff in Battambang, Cambodia, consider the impact of a student's placement, and how future experiences should be shaped. Amanda Nickson, Paula Baker, and Isidore Winkuaru explore the factors that contributed to a successful family violence placement for an Australian within a Papua New Guinea health context.

Two practice reflections and a book review complete this issue, with Greg Lewis and Suzette Fox considering skills-based training in grief and loss for health social workers, and Ariane Minc reflecting on a research-based placement with the Black Dog Institute. The latest edition of Cody and Lehmann's *Theoretical Perspectives for Direct Social Work Practice* is reviewed by Cherie Appleton.

A final word from the editor: this is likely to be my last editorial. After several years' playing in the editorial pool, I am moving on. Since first being a guest editor (for the 2014 special issue on Social Work Curriculum and Disasters), to being sole editor (with coaching from Liz Beddoe) and latterly being joined by Mim Fox as co-editor, I feel I now know half the social work educators in Australasia! *Advances* has been through a journal review and we continue to develop sustainable editorial and production processes, supported by an editorial committee and the invaluable assistance of Sue Osborne, our copy-editor extraordinaire.

It has been an immense pleasure and privilege to liaise with you all as contributors and reviewers, and your passion and professionalism is stunning. Beyond the treadmill demands that our neoliberal institutions impose upon us to "publish or die" lies a sincere and committed community of practitioners, pracademics and academics intent on exploring and sustaining the values, skills and knowledge base of social work and human services, all with the aim of making positive change in the world. Thank you all for permitting me to exercise my canine model of editorial leadership: from the Labrador's smiling cajoling (my preferred stance in life), the sheepdog's herding, and very occasionally, the terrier's yapping and the threat of Rottweiler teeth, the editorial experience has taught me more than I have given.

Carole Adamson
Editor, *Advances*