

Editorial

After working alongside the illustrious Carole Adamson, I found myself at the end of 2019 becoming the Editor of *Advances in Social Work & Welfare Education*. At that time I, along with the rest of the world, had no idea what 2020 had in store for us. Months later I sit writing this and I am faced with the reverberated impacts that a series of natural disasters and then a pandemic has wreaked on our everyday lives, our tertiary institutions, and on the social work and welfare training we provide.

I am left with one thought – now more than ever is the time when we need to embrace our collective consciousness. We need to come together to acknowledge, support and congratulate the multitude of perspectives that we, as a professional educating group, have to offer. In this issue in 2020 I am welcoming a new Editorial Team to *Advances* and in our first meeting we discussed the importance of representing a variety of perspectives, voices and styles in the scholarly space. To this end you will see coming soon a new suite of publication possibilities in *Advances* and I hope you will take advantage of this opportunity. There is no doubt in my mind that, by embracing our difference, we can come together stronger in the coming months and years with integrity in the education we provide and the strong scholarly community we continue to build.

In this issue we investigate the importance of thoughtful teaching and learning practices, both in the classroom and on the field placement. Our authors collectively discuss the development of skills and knowledge, but also of practical experience and the questioning of long-held assumptions and stances. The Editor's Choice article is authored by Ta, Ross, and Grieve and presents an in-depth discussion of the experiences of field placement educators when they supervise international students on placement. Given the current climate of tertiary education in Australia, this article is not only timely but reminds us that perspective and positioning are relative, and the felt impact on both students and educators not easily assumed. Savage and Gair build on this notion by bringing our focus to the ongoing impact of colonisation in the classroom and in our everyday practice by presenting a digitised case study to be used in teaching social work practice with Aboriginal and Torres Strait Islander peoples. From there we move to examining students' learning in an international context with an evaluation of a study abroad program by Ray, Keevers, and Chen, providing a thoughtful discussion of authentic international learning and teaching partnerships, again questioning who benefits and what skills are being developed through these experiences.

Meadow, Fraser, Swift, and Gant provide an insight into the real-world struggles that social work students in Aotearoa New Zealand face throughout their studies and presents He

Arawhata as an innovative vehicle for delivering an emotional curriculum alongside their theoretical and practical learnings. The need for an emotional curriculum, or targeted educational preparation and intervention, is further highlighted by the interdisciplinary work of Healy, Tower, and Hawley in their study of students' understandings and responses to heightened emotion. The capacity for social work students to engage in field placement and develop concrete skills as they progress in their learning is examined and keenly identified in McCafferty and Hay's study, an important platform from which O'Keefe's research into the teaching and learning of program design and authentic assessment is delivered. The potential for interdisciplinary partnership being an important element is highlighted again here.

Zuchowski and Gair explore the potential for field placement educators to have the capacity to supervise social work students on research activity in their field placements and confront a culture of challenges in the child protection arena. In turn, Turner and Walsh provide an insight into the often challenged relationship between domestic and family violence practitioners and external agencies and question the role of education in navigating these complex workplace relationships.

Finally, the issue concludes with a nuanced analysis of the need for reframing in the academic mentoring relationship presented by McDougall and Connelly, a potential antidote to the current environment whereby academia overall is being limited in its purview. To finish on a collective and strengths-based note, Chubb provides us with a book review of Howard and Rawsthorne's 2019 *Everyday Community Practice: Principles and Practice*, a text which reminds us of the everyday struggles and successes felt, inherent in community work practice.

I hope you all enjoy this issue of *Advances* and please watch out for the new Guidelines for Authors which we hope will allow for a variety of scholarly voices to be heard. In the challenging times that we find ourselves in, let us appreciate our diversity so that, in turn, we can pass that on to our students and the vulnerable communities in which we work.

Mim Fox

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