Editorial

Welcome to the latest edition of the journal. We have a bumper load of articles in this issue, most of which were submitted following FESET’s recent seminar in Turku, Finland, 2014. We put back the date for submitting articles to this edition. We also had major changes in our editorial and design teams. Consequently, this edition of the journal covers 2014 and 2015.

The use and misuse of media produced two papers. Anne Marie Shier & Dave Williams, Dublin Institute of Technology, examine how movies shown in class can aid social professional students to learn about risk assessment and care planning. They present results from a qualitative study, which explored the effects of using a Hollywood movie and a problem-based learning approach with students. Drawing on their Turku workshop, Marika Curganov and Helprich ten Heuw, Windesheim University of Applied Sciences, in the Netherlands, examine the thorny issue of media bombardment and children’s everyday lives. They report how social workers can support children and their parents to navigate challenges and opportunities arising from living in a saturated media world. They do so by offering a combination of theoretical and practical advice.

The consequences of immigration for social professional work also produced two papers. Lisbeth Eriksson, Linköping University, Sweden, considers teachers’ perspectives on immigrant and citizen education courses at two Swedish folk high schools. Teachers, she argues, perceive these courses as having adaptive as well as social pedagogic missions. In another north European contribution, Niina Manninen introduces the KAMU service-learning programme, a funded EU project, developed and implemented in Finland during 2013-2014. In this programme, social services students offered peer support to immigrant students assessed with learning difficulties. In discussing student collaborations, Niina reflects on the social pedagogic principles underpinning these types of programmes.

Interprofessionalism was a major conference theme explored in Turku. In an intercountry collaboration, Ed de Jonge and Francois Gillet have produced an interesting article focusing on the ethical dimensions of interprofessional practice. Drawing on the work of Sarah Banks they develop an ethical framework for interprofessional cooperation, further suggesting that such a framework could be utilised to undertake ethical evaluations of interprofessional approaches. Hans Schreurs, from the Netherlands, advances that interdisciplinary thinking has become an important and challenging element of social professional training programmes. Students who are taught on interdisciplinary programmes develop a more comprehensive understanding of issues ranging from social work and health care to culture and society. He also argues that interdisciplinary thinking is likely to enhance reflective social professional practice.

As someone located in Ireland, I witness Irish State actions to regulate social professions. Phil Keogh and Catherine Byrne, Dublin Institute of Technology, introduce European readers to the emerging policy context surrounding the state recognition and professional development of social care practitioners in Ireland. They examine how recent Irish legislative changes may facilitate new continuous professional development learning opportunities for a range of social and health care professionals. Such opportunities may translate into initiatives to support interprofessional and multidisciplinary working.

Changes within national policy frameworks can also be analysed in terms of competing discourses. Contributors from Sweden - Jens Ineland, Martin Molin and Lennart Sauer - argue that late modern society has contributed to discursive tensions concerning the aim of Swedish welfare services for people with intellectual disabilities. In a well-argued paper they examine how these tensions play out at organisational and practice levels, while having major implications for the identities of young people with intellectual disabilities.

Finally, Inge Tofte-Hansen from Denmark, drawing on Merleau-Ponty’s thinking and on her own ideas from practice, argues that creative work and aesthetic expression between pedagogues and young children is an interactive process. Teachers working in a pedagogical environment should encourage young children’s expression. They do so by attending to children’s immediate physicality and curiosity and by employing their own musical skills and abilities to foster children’s initiatives I wish to thank the journal’s editorial board, reviewers and editorial assistant, Ms Natasha Bardini, IT Sligo, who contributed to the production of this edition. The next edition of the journal will be published following FESET’s seminar in Strasbourg in Spring 2016.

Mark Taylor IT Sligo May 2015