

SOCIAL WORK IN EDUCATION

INTRODUCTION

Social work is part of the formal education system, playing an important role in preventive and face-to-face treatment of matters such as absenteeism and scholastic failure, the integration of immigrants and disadvantaged groups, the detection of maltreatment and sexual abuse, improvement of climates of coexistence, care relating to violence and participation for all in the educational community. All have social causes and consequences and schools are not neutral actors. Our presence is increasingly sought and accepted.

Social work also actively participates in informal education, organizing and promoting educational activities for unemployed persons, persons with disabilities, persons in situations of drug dependency, women who are victims of domestic violence and immigrants, among other groups.

The history of the almost thirty years in which social work has been present in the education field will permit interested students to illustrate, approach and investigate this professional practice.

COMPETENCIES

- Help persons become able to express their needs, views and circumstances.
- Have a global view and the ability to respond to current problems in education.
- Design and apply action strategies to address problems in education.
- Meet the needs of students and families who require the participation of other professionals or services, using the appropriate resources and procedures.
- Establish and maintain fluid relations with students, their families and other members of the education community, showing social skills and the ability to manage cultural diversity, and providing solutions to conflicts.
- Know and identify the principal intervention strategies used by social workers in their professional activities with persons, families, groups, organizations and communities.
- Know the nature, objectives, origins and evolution of education systems.
- Know the principal strategies for mediation-based conflict resolution.
- Appreciate, respect and value the increasing social diversity in our immediate environment (cultural, ethnic, religious, sexual orientation and so on).
- Reflect on the relationship between social work practice and other professions (social educators, teachers, educational psychologists, educators).
- Critically evaluate the real possibilities for intervention by social workers.

CONTENT

1. Legislation on education. Structure of the education system. Organization of teaching. Teaching positions. Autonomy of centres. Teaching coordination bodies.
2. Historical approach to the role of social work in the Spanish education system.
3. Social worker as teacher: professional training system. Associate's degree professional training: Social healthcare. Bachelor's degree training: sociocultural animation, child education, social integration and sign language.
4. General educational guidance and educational psychology teams, early attention and specific teams. Origin and development. Summary of legislation. Professionals forming part of the team. Functions. Educational psychologist evaluation. Actions with respect to centres. Areas for intervention. Internal work and coordination. Organization and operation.
5. Guidance department in special education centres. Professionals forming part of the department (psychologists, educators or educational psychologists, speech and language therapists, social workers and physiotherapists). Functions. Levels of intervention: education centre, students (parents and community), sector.
6. Guidance department in infant and primary education centres and secondary institutions.

7. Schools can collaborate in the detection and abolition of child maltreatment. Concept. Incidence. How to detect and how to act? Prevention. Intervention strategies in schools.
8. Methodological strategies for addressing school absenteeism. Knowledge of causes of the phenomenon: disorganization in the family environment, abandonment of parental roles and rejection of education. Search for alternatives for students and families with persistent absenteeism situations. Social integration technique as a resource for the control and reduction of absenteeism.
9. Bullying and violence among peers. Bullying: the school's response. Concept of bullying among peers. Evaluation indicators. Risk factors. Effects of bullying among peers. The role of the school as an agent for detecting bullying among peers. Prevention and intervention techniques and strategies to address bullying among peers.
10. Students at risk of social exclusion. Socio-education response. Intervention with socially disadvantaged minors. Support for tutorial action and coordination with external resources. Methodology. Work tools.
11. The educational situation for immigrant students. Personal characteristics of students, family situation, educational situation, classroom link programmes and other services.
12. Participation of the education community. Cooperation between family and school. Advice on and participation in training programmes for parents of students.
13. Promotion of coexistence in education centres. Coexistence relationships in education centres. Prevention of violence, peaceful conflict resolution and mediation in schools.
14. Social workers in informal education. Educational activities for unemployed persons, persons with disabilities, persons in situations of drug dependency, women who are victims of domestic violence and immigrants.