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ANNUAL REPORT

Presented by Hans Everts at the Oxford Symposium in School-Based Family Counseling, held in Brasenose College, of the University of Oxford, August 8th to 13th 2010.

It is two years since we published the last volume of this Journal. Too long. This situation was caused by the limited rate of submissions, the time required for reviews, and our policy of publishing a volume when we have sufficient articles. As a result of this experience we will, from now on, publish articles on the web when they emerge from the review process. We will also provide an annual progress report. Finally, we are changing the limit on the length of articles from 20 pages (all inclusive) to 5000 words (excluding references, tables and figures).

As senior editor, it is my job to encourage and help people with the preparation of articles for Journal review. This is done in a variety of ways. Both Brian Gerrard and I, as moderators of Symposium sessions, provide presenters with some comments on the relevance of a paper to SBFC. I also try to have an informal discussion with every presenter on ways of preparing their paper for Journal submission. On occasion, when asked, I will provide some comments on whether an article is “on track” before it is formally submitted. Finally, following review, I am available to help authors integrate review comments in the final preparation for publication. In these ways we seek to maintain both the Journal’s high standard and our supporting role.

In conclusion, I would like to express my sincere gratefulness to the sterling work done by our consulting editors in reviewing articles submitted to the Journal. Their well-considered and helpful comments made it easier for authors to successfully complete the process of publication.

Hans Everts, Senior Editor.
July 2010.

EDITORIAL

In this volume you will find a fascinatingly wide range of articles, all clearly relevant to SBFC, but representing a variety of activities in different cultural and national settings. Between them, these articles challenge both researchers and practitioners to develop a global and multi-cultural perspective on SBFC. A perspective which opens many opportunities for further inquiry, and one which highlights the value of the “invisible college” fostered by successive Symposia.

In the initial article, *Scott Glass and Kylie Dotson-Blake* have taken a first step in linking the very disparate domains of Adventure Based Counseling (ABC) and SBFC. From a basis of their own detailed expertise in the practice and rationale of ABC, they have made connections with

SBFC in the form of common goals, the use of innovative and novel activities, and inclusion of all involved parties. The connection has been made; the challenge now is to explore and consolidate it.

Following this, *Kathleen Minke* provides a detailed exposition of her long involvement in the so-called CORE model of family-school collaboration, with specific attention to helping teachers develop productive working relationships with families. Citing rationale, practical examples and research evidence, she makes a compelling case for the development of this form of teacher education, which addresses issues that are close to the very heart of SBFC.

In the third article, *Allan Morotti*, working with Alaska's indigenous populations, describes a collaborative community-university project, designed to increase parent and community involvement in the education of K-8 children in a large, rural area of Alaska. They used a range of SBFC-related strategies, and Allan discusses critically both the results achieved and the problems encountered in this innovative project.

In a very different geographical and cultural context, *Andrea Reupert and Darryl Maybery* systematically analyse support programs available to families in Australia, affected by mental illness. Common elements in such programs are described, and a critical discussion highlights how few of them consider the role of the school in the lives of the families involved, or the contribution that could be made by school-based intervention and counseling. A number of recommendations for best practice are put forward.

Finally, and in yet another very different geographical and cultural context, *Gertina van Schalkwyk* undertakes a mapping process of family systems in Macau, based on a multiple-case study of Chinese families. In this she investigates parent involvement in educational settings. Using narrative inquiry into the details of family structure and function, she highlights a need for the development of school-based collaborative life coaching and family counseling.