

International Journal for School-Based Family Counseling

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ANNUAL REPORT

Presented by Hans Everts at the Oxford Symposium in School-Based Family Counseling, held in the University of Hong Kong, June 19th to 24th.

When I reported to you last August on the status of the Journal, I noted that it had been two years since publication of the last Volume. This time I am happy to report that we will publish Volume III of the Journal in November 2011. It would have been very satisfying to tell you that the current Volume is in the bag. But it is only nine months since the previous Symposium and, while long enough for human gestation, it takes longer to take an article to full term and two of the articles will not be ready in final form until after this Symposium. All articles are based on presentations made at last year's Symposium, and it is fitting that all should be included in Volume III of the Journal. This will allow us to devote Volume IV to presentations from the current Symposium in Hong Kong. As before, we will encourage and support this year's presenters in the process of preparing and submitting articles to the Journal. Experience shows that the more swiftly this process happens, the better for all involved. In essence, the Journal highlights the life-blood of our movements as seen by the wider public. As such, it deserves our full participation in every aspect of its production process. As Senior Editor, I want to conclude this brief report by heartily thanking all of you – submitters, co-editors, consulting editors, and support teams – for your help with the Journal over the last nine months!

Hans Everts, Senior Editor.

EDITORIAL

In this volume of the International Journal for School-Based Family Counseling, you will find four articles that have passed through the full review and revision process since August 2010. As in previous Volumes, they represent a rich variety of perspectives on SBFC, drawn from a range of countries and educational systems, and starting from both a school-based and a family-based perspective.

The first article comprises *Michael Carter's* keynote address to the 2010 Symposium, titled "The School-Based Family Counseling Symposium: A happy union and the 7-year itch". In it he takes a historical perspective and looks back to the initial Symposium in 2003, held in Keble College. He describes how Sr. Mary Peter Traviss, the keynote speaker, set out the historical and cultural context of Oxford, from which the Symposium in School-Based Family Counseling takes its inspiration. He also reviews the wide range of contributions made by participants from all over the world. He cites

Brian Gerrard's overview of SBFC in the first Volume of the Journal, and then places against it his own experience of working from a SBFC perspective.

Next, *Andrew Smith* describes a research project titled "The experience and reflections of parents whose teenagers are excluded from school, with particular attention to the place of counseling". In it he reports on a New Zealand study in which parents were interviewed on their experience of having a teenage child excluded from school. He describes their experiences and the impact of this on the family, both practically and emotionally. He attends in particular to the issue of the school-family relationship, and the part that school counselors played or could have played in the exclusion process.

Thirdly, *Gertina van Schalkwyk* presents an article titled "Saving face: Hierarchical positioning in family-school relationships in Macao". This phenomenological study explores the role of face as macro-social discourse in the positioning of Chinese parents in the family-school relationship in Macao. Stories from volunteer participants reveal that they perceive their child's educational achievement as important in gaining face for the family, that they see teachers as having a higher position in the social hierarchy, and that they believe teachers' expertise should be respected with regard to their child's development and education. Implications for culturally relevant family-based school counseling are discussed.

Finally, *Michael Carter, William Evans, John Zapata and Azadeh Taifa* present a study titled "School-Based Family Counseling evaluation: Warm feelings, perilous paradigms and empirical hopes". It provides an overview of a pilot evaluation of the implementation of the school-based family counseling (SBFC) model among urban schools in Los Angeles. Structured interviews with the principals involved were positive and endorsed the anecdotal feedback from administrators at implementation sites. Significant challenges were encountered in initial attempts to collect evaluation data which informed the SBFC evaluation paradigm, and the authors conclude by promoting a more rigorous multi-method evaluation of the SBFC model.