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**Annabel Goodyer. *Child-centred foster care – A rights-based model for practice*. London: Jessica Kingsley. Paperback, 200 pages.**

The purpose of this book was to provide the reader with the findings of the author's qualitative research (interviews) about children's and young people's experiences in, and of, foster care and her suggestions as to developing a child-centred foster care practice. It looks at social work practice as well as the provision of foster care. The research is based in the United Kingdom but its findings are readily transferable to the New Zealand situation.

This book aims to promote a change of perspective in the field of foster care. It promotes a rights-based approach to social work with children and young people in foster care. Briefly I will summarise this approach in the following way: the children and young persons who are in, or have experienced foster care services, are the best witnesses of foster care services and therefore their input and participation in improving these services and their delivery are crucial.

The book is divided in three parts. In the first part the author describes the theoretical approach under-pinning her research and reviews previous research into foster care, with a whole chapter reviewing research which had, to some extent, taken into consideration children's and young people's perspectives about their experiences of foster care. The second part of the book presents the findings of the author's research out of the interviews of children and young people in foster care. The last part proposes a framework for a rights-based alternative to social work practice with children in foster care. It challenges social

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workers to develop truly child-centred ways of practice and offers advice on how this can be achieved. It also challenges organisations and the 'State sector' to provide structures and processes that truly foster the participation of children and young people at all levels in decisions which affect them.

This is an interesting and somewhat challenging book. It is not difficult to read or follow and offers interesting, valuable and usable information. Social workers working with children in care or with their caregivers, as well as managers and those involved in the provision of foster care services, should read this book and keep it close by as a book to refer to.

At a time when Child Youth and Family in New Zealand has been placing some focus on listening to 'the voice of the children', this book provides a sound theoretical and research-based foundation to the need to do so, as well as some practical suggestions on how to achieve best practice.

A must read for anyone interested in the provision of child-focused social work with children in care. The author makes a well-researched and developed argument in favour of a rights-based approach to social work with children in care.

Jacques Coulon,  
ANZASW Member.

**A. Quinney & T. Hafford-Letchfield. 2012. *Interprofessional social work: Effective collaborative approaches* (2nd ed.) Los Angeles, Sage. 191 pages. Paperback.**

This text is from the Transforming Social Work Practice series, written particularly for student social workers and structured around the Professional Capabilities Framework (PCF) for social workers in England. The book aims to help social workers understand the roles that other professionals whom they may relate to play and the value of interprofessional social work to clients and workers. Backed by the findings of child welfare reports, emphasis is placed on the importance of offering 'seamless' service (service which crosses traditional boundaries determined by professional groups) between service providers.

The book begins by introducing key terms related to working interprofessionally and reviewing the context of interprofessional social work practice. Interprofessional education is introduced as a platform for interprofessional practice and social work values and ethics are revisited in an attempt to highlight the importance of maintaining a strong social work position. While the rationale for this approach to the topic is clear, the linking of these ideas seemed disjointed to me and made for confusing reading.

Five of the book's seven chapters focus on a specific social work context, namely: youth work, health, education, housing and neighbourhood, and justice. The importance of considering what can be competing values of social work and other professional groups is stressed as relevant to each of the five contexts discussed.

I found this a frustrating read as it was so heavily PCF focused with large sections reviewing English legislation, initiatives and such like, with what often seemed like poor links to interprofessional social work. The book therefore seemed of little relevance to the Aotearoa

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context. I think there were too many ideas incorporated, and I wondered if the authors' treatment of the topic was actually too advanced for the beginning social work students for whom the text is intended. I also thought the case studies provided lacked depth or clear explanation, contrasted by some of the suggested activities which appeared overly in-depth.

To me the intended theme of interprofessional social work got lost in the provision of such extensive backgrounds of each of the contexts discussed. I think interprofessional social work is a vital topic to cover in the education of social workers, as represented in practice initiatives such as Strengthening Families. I also thought the subtitle 'effective collaborative approaches' could suggest concrete practice approaches would be offered or discussed, however this was not what the book provided. Given the extent that this text is based in the English PCF, I think that its use for social workers and social work educators in Aotearoa is limited. It may be of use to educators to consider some of the information (such as what values underpin different contexts and what this means for interprofessional social work) and adapt to the Aotearoa context.

Leisa Moorhouse,  
Supervisor, Educator and Locum Social Worker.

**N. Weld. 2012. *A practical guide to transformative supervision for the helping professions. Amplifying insight.* London, Jessica Kingsley. Paperback. 144 pages.**

This short book takes the reader on an absorbing journey to the transformative potential that supervision holds within the current environment in which we live and practice. As the title suggests, the book's aim is to explore and 'amplify' how supervision can be used for transformation in achieving personal and professional change. Nicki Weld writes in an enthralling way sharing practice examples, tips and insights. The material traversed is not an introduction to the supervision world. It appeals to supervisors and supervisees who have an experience of supervisory relationships and collaborative practice frameworks.

The foreword by critical reflection writer Jan Fook praises this book for addressing transformation as a key process in supervision for self and professional learning. Weld's introduction positions her own philosophical motivations, personal practice theory and experience of being a social work supervisor. Here, the author introduces the imaginative concept of the butterfly effect in supervision and the ongoing transformative potential within and between supervision systems. The book comprises eight chapters that are best read sequentially. Weld concludes with a short summary of the book's key messages and the ongoing rationale for transformative supervision. Three separate themes emerge: introducing transformation in supervision; its key concepts; and supervisors as leaders.

The first chapter and theme introduces transformative work in supervision and Weld argues that it is a function of supervision on its own to move a person in a new direction through self-realisation. However, challenges to this are also identified within supervision of managing risk, organisational requirements, fear of judgement or change by professionals and crossing boundaries.

The second theme describes the key factors to stimulate transformative work within supervision and is explored in depth across six chapters. Weld shares methods commonly

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used as therapeutic techniques within a supervision context. Chapter 2 discusses strategies for maintaining openness, empathy and relational connection. The concepts of the 'U theory of movement' and 'honest honesty' are notable in this process. Chapter 3 provides the reader with techniques for communicating observations into transformative moments in supervision. The 'Three chairs', narrative therapy, cognitive-behavioural therapy and solution-focused techniques are examples that are offered for supervisors to enable refreshing and diverse perspectives to emerge in their supervision sessions. The criticality of exploring emotions in supervision is detailed in the fourth chapter and connected to the theoretical concepts of Goleman's emotional intelligence and Kolb's learning cycle. Exploring intuitive responses and their role in transformative change is discussed in Chapter 5. Weld outlines five helpful suggestions to identifying and strengthening reasoning. The sixth chapter then moves into the environment where supervision takes place. Workplace resiliency is identified as pivotal and how the supervisor can support this within supervision. In Chapter 7, the global influences on supervision and our lives are tackled by Weld in a thought-provoking way. She shares her own thoughts on materialism, violence, fear and her personal battle with depression. This powerful chapter invites us to provide a context of hope in our supervision sessions in order to 'walk the pathway' of transformative change.

The third theme and final chapter challenges supervisors 'to step forward' as practice leaders through reflection, awareness, insight, continuous learning and development. Weld offers her '5 whats' as a helpful way of learning from the supervision session.

The book is innovative, creative and practical, and revitalises our thoughts around the use of supervision and critically reflective practice. Weld provides a personal quality to the book through the sharing of her own experiences that engages the reader. It is a welcome addition to the developing literature in supervision from an Aotearoa New Zealand context. Weld reminds us to protect that quiet space for reflection within the tensions and complexities of a noisy world. In addition, she encourages us to be bold in using supervision to transform our individual practice and growth. I strongly recommend this text to everyone engaged in a supervisory relationship in the helping professions with a desire to enhance their practice and promote change.

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