

Reconstructing Child-centered Support Systems

– From micro, mezzo, and macro details from school social workers –

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Keywords: Support of children, roles of school social workers, support systems

The use of the term, “Open School,” has been in use at schools since 2000. Today, various people are involved in the field of education. To give an example, school-based social workers (SSWs) were employed at 141 districts by the Ministry of Education, Culture, Sports, Science and Technology in 2008. Further, 1,355 SSWs were hired in 2013. Under these circumstances, teachers tend to see problem students as objects requiring direction rather than objects requiring support. However, it is possible for schools to bring a certain level of kindness to the situation. For students, it is important to look at schools as a location for daily activity for those making their way into society.

The purpose of this study is to analyze how schools can support children, as well as what exactly the specialties and functions of SSWs are. The author’s own case study was also analyzed, along with the SSW roles, from micro, mezzo, and macro points of view. The results indicate causal relationships between lack of support at school and lack of sympathy for individual cases, along with a lack in coordination at each institution. It is important for SSWs to be advocates for children at all times.