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### ***SOCIAL WORK AS A PROFESSION ENABLING JUSTICE: DISCIPLINARILY REQUESTED, BUT WHAT'S ABOUT THE PROFESSIONAL PRACTICE?***

In current times of changing welfare regimes social, political and intellectual certainties have been profoundly unsettled (cp. Clarke 2004). With regard to social work as a part of new arising post-welfarist settings these lacking certainties “raise[] inevitably the question of its professional identity” (TiSSA 2011, CfP).

At least in the German context, on the disciplinary level approaches of social work as a profession that is concerned with enabling justice are increasingly discussed (cp. Kessl & Otto 2009, 15) as possible models of professional identity. However, whether social work professionals as important representatives of the profession enable justice in their day-to-day business and in that way accordingly act corresponding to the disciplinarily discussed models remains up to now mostly unconsidered.

At that point an empirical project starts being introduced in the presentation: The qualitative study aims to explore the reproduction of educational inequalities by professionals in all-day schools. The focus is on all-day schools because in that institutional context social workers have to work together with members of another profession, with teachers. Compared to social workers who are expected to enable justice the teachers' work is rather confronted with tasks of selection so different point of views and ways of acting concerning the topic of educational inequalities seem supposable.

Hence, the research tackles the question of how social workers *and* teachers think about and act upon educational inequalities. The question will be analysed empirically in three ways. The first focus is on the subjective views of social work professionals and teachers on educational inequalities. Qualitative repertory grid interviews (cp. Kelly 1955) and narrative interviews (cp. Schütze 1983) are used to explore these views. The second focus is on the collectively negotiated views which will be analysed with group discussions (cp. Bohnsack 2005) involving social workers and teachers. The third focus is on social work professionals' and teachers' practices that will be explored ethnographically (cp. Knoblauch 2001).

The empirical results still due finally will also provide an answer to the question whether social work is only disciplinarily requested as a profession that is concerned with enabling justice or whether it is furthermore realized as a profession enabling justice also on a level of professional practice.

#### **References:**

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