

Advocacy in Action

ECAY4004

2023



The Reflective Practitioner

Reflective Advocates

- The most well known version of this concept was defined by Donald Schön in 1983.
- It has subsequently been refined and forms the basis of much reflective practice in teaching, youth work, social work and many other fields.
- The concept of reflective practice will be a constant theme throughout your studies but what does it mean?



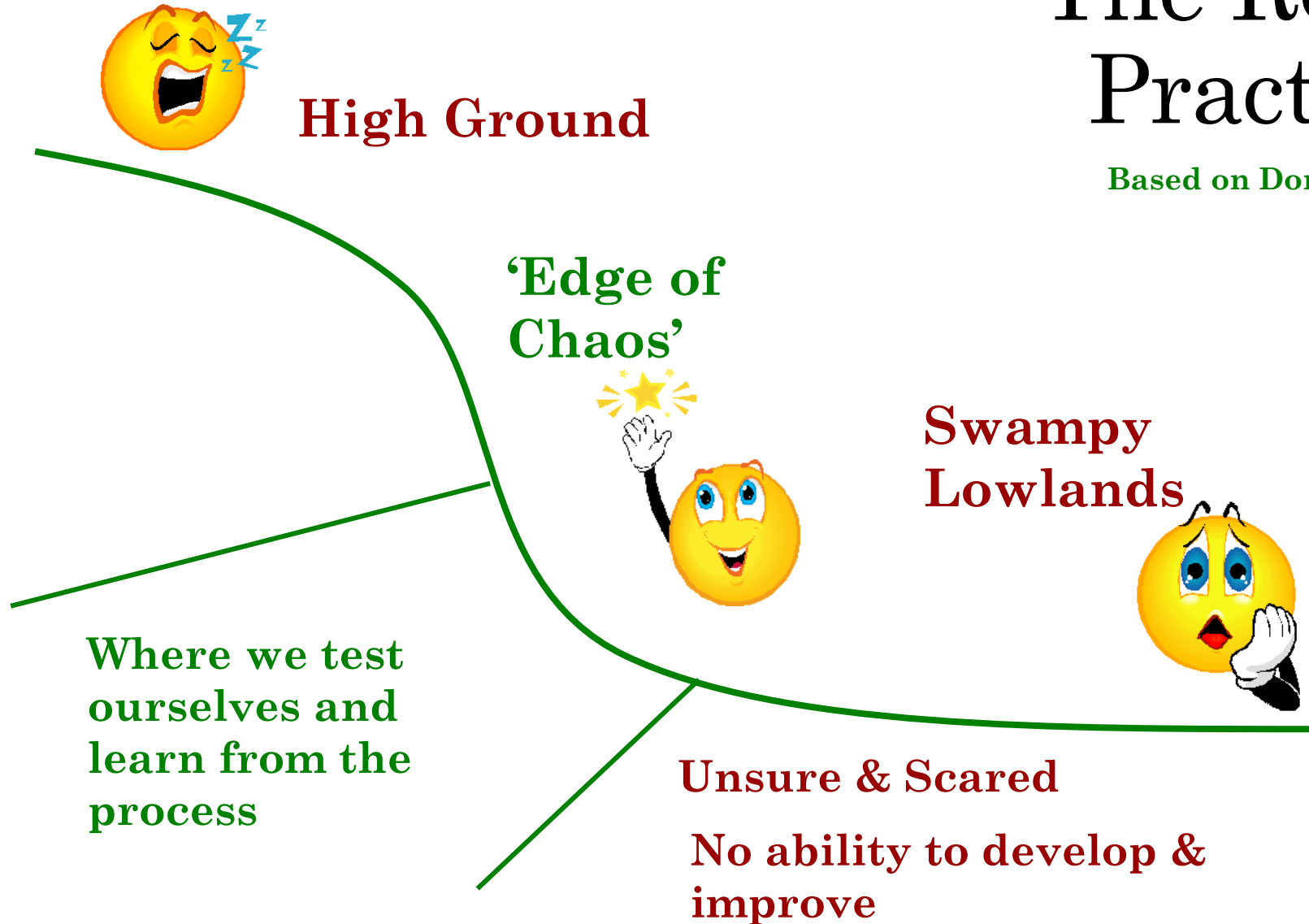


What is Reflection?

- Reflection is a method of learning from real life experiences that was developed in disciplines such as teaching, medicine and social work.
- It involves thinking about an reflecting on what you do, and deciding what you would do differently next time
- Reflective practice helps individuals and groups to recognise different paradigms that shape their thinking and actions, and engage in a process of continuous learning.
- It involves actively analysing experiences and actions to improve and develop, and can be done in various ways.

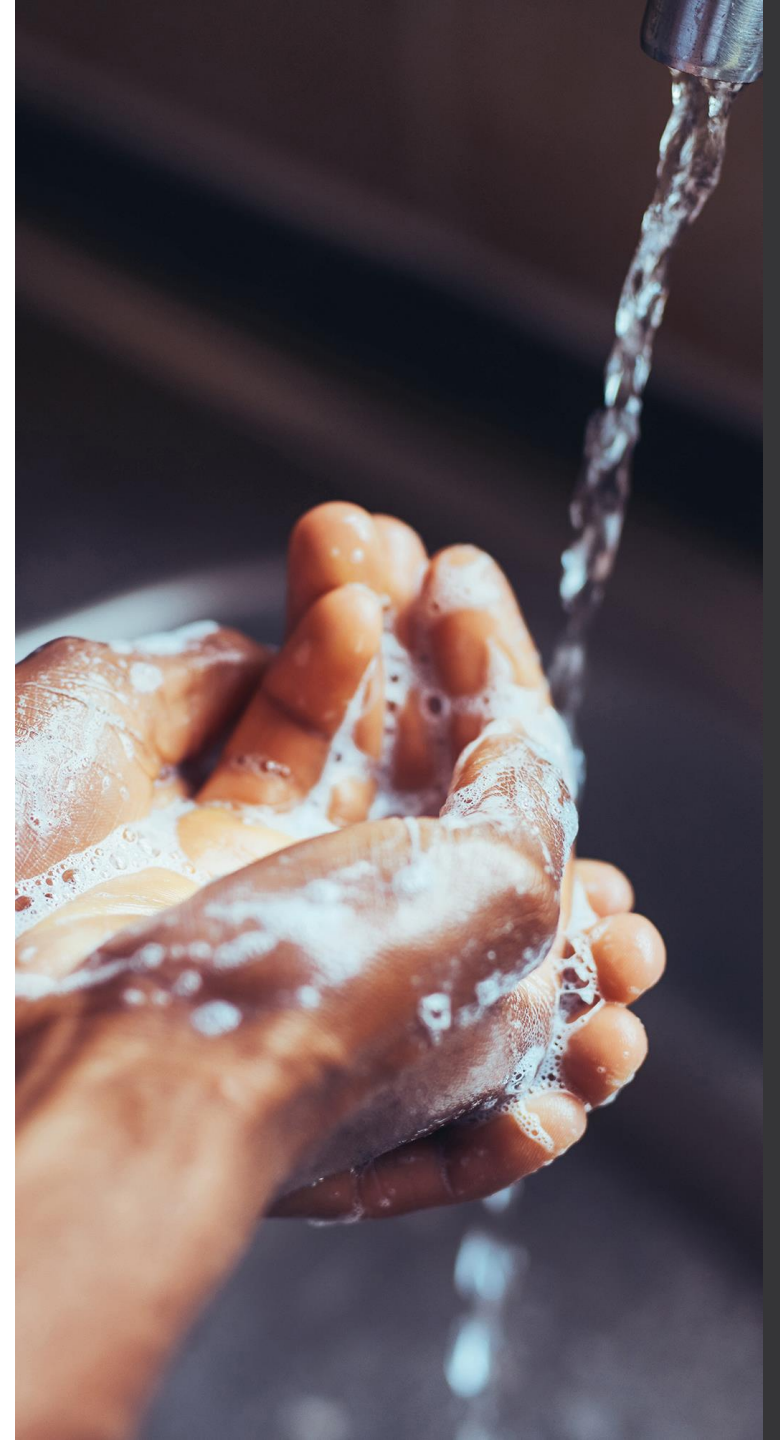
The Reflective Practitioner

Based on Donald Schön (2008)



Schön's Theories about Reflection

- Schön's made the distinctions between knowing-in-action, reflection-on-action and reflection-in-action.
- **Knowing in Action**
 - Knowing in action is a practitioner's ability to carry out a task without much thought.
 - This can perhaps be thought of as automatic or habitual actions.
 - For example:
 - A nurse will wash their hands many times throughout the day and follow the correct handwashing technique every time without much cognitive effort.
- What do you do without much thought?





Schön's Theories about Reflection

- **Reflection on Action**

- A deliberate process to be performed following an event or situation to extract meaning and learn from the experience.
- The experience can be good or bad.
- For Example:
 - You were up late at a party and missed your exam the next day because you overslept.
 - You successfully submitted your assessment before the deadline.

Schön's Theories about Reflection

- **Reflection in Action**

- Is a type of self-reflection that occurs during practice.
- Whilst carrying out tasks the practitioner will be accessing their bank of knowledge to aid their decision-making.
- This can include both theoretical knowledge and insights that may have been obtained during reflection-on-action sessions.
- It can also include, specific knowledge about the particular situation, such as the needs and preferences of the client.
- It is often referred to as 'thinking on one's feet' and brings together all of the information available to a practitioner at the time to make a decision about the best course of action.





The Reflective Practitioner

- There is a growing body of evidence that constructive reflective practice does not come naturally
- Researchers have argued that the skill of reflective practice needs to be taught and practiced to be effective
- It is important to understand the difference between **reflective practice** and everyday reflection

Gibbs' Reflective Cycle (1988)

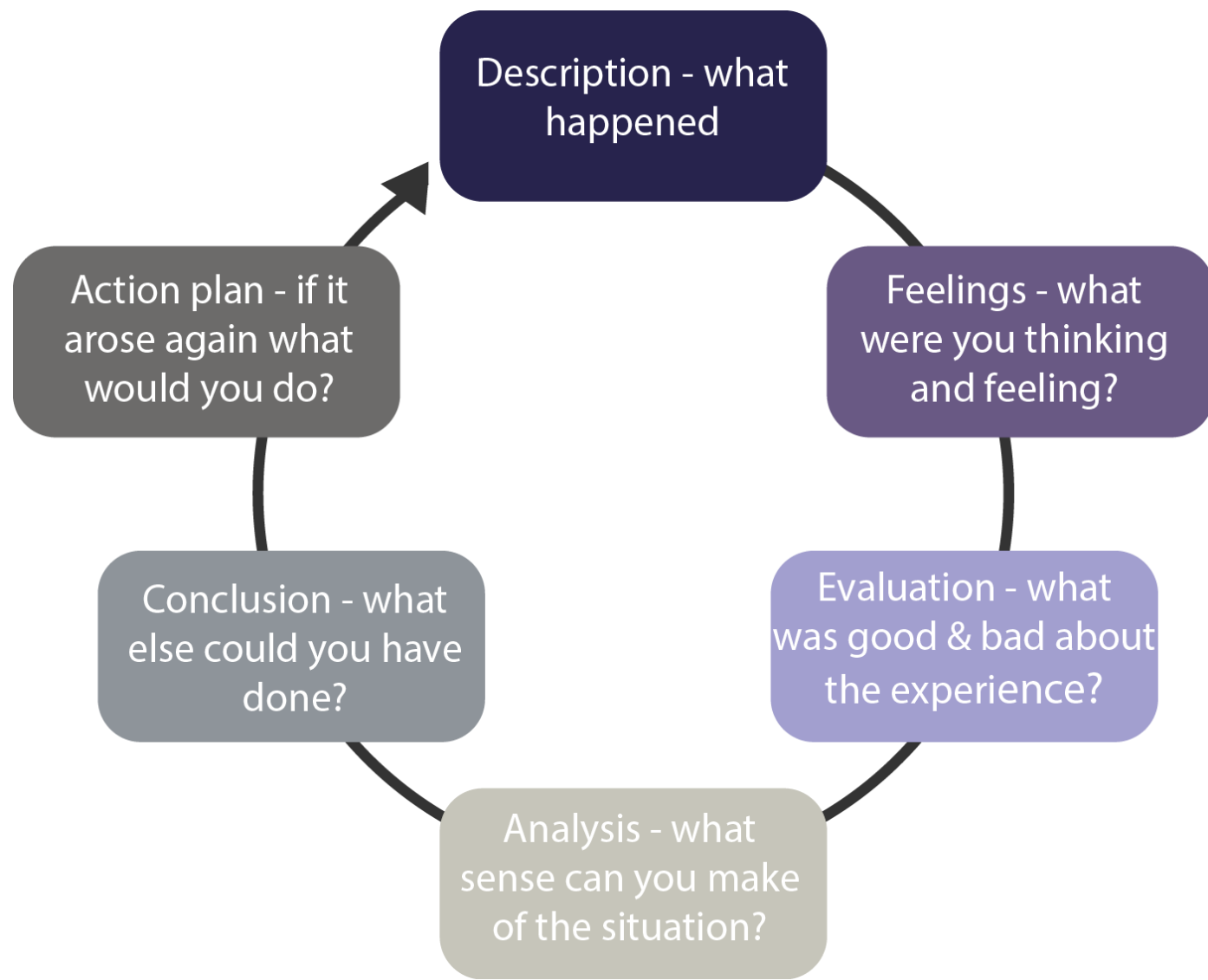
- Gibbs' Reflective cycle is another form of reflection that was developed in 1988 by Graham Gibbs to give structure to learning from experiences.
- It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan for things that either went well or didn't go well.
- This is a form of reflection that you can do every day, and is commonly used within academia.

Gibbs Reflective Cycle





Task



- In pairs
- Using this cycle, tell your partner about an experience you have had, it can be GOOD or BAD, your partner will make notes following Gibbs' Reflective cycle.
- Feedback to the group.
- Swap



Self-Reflection

Advocacy Skills in Reflection

- During the course of this module we will be working on our skills as advocates.
- We will be reflecting on our learning and developing our reflective skills.
- We are all different, and as such we need to measure our learning independently.
- Please complete the advocacy skills self-evaluation sheet provided.
- Please remember that this is for your own use, to identify areas that you want or need to develop.
- Be as honest with yourself as you can.

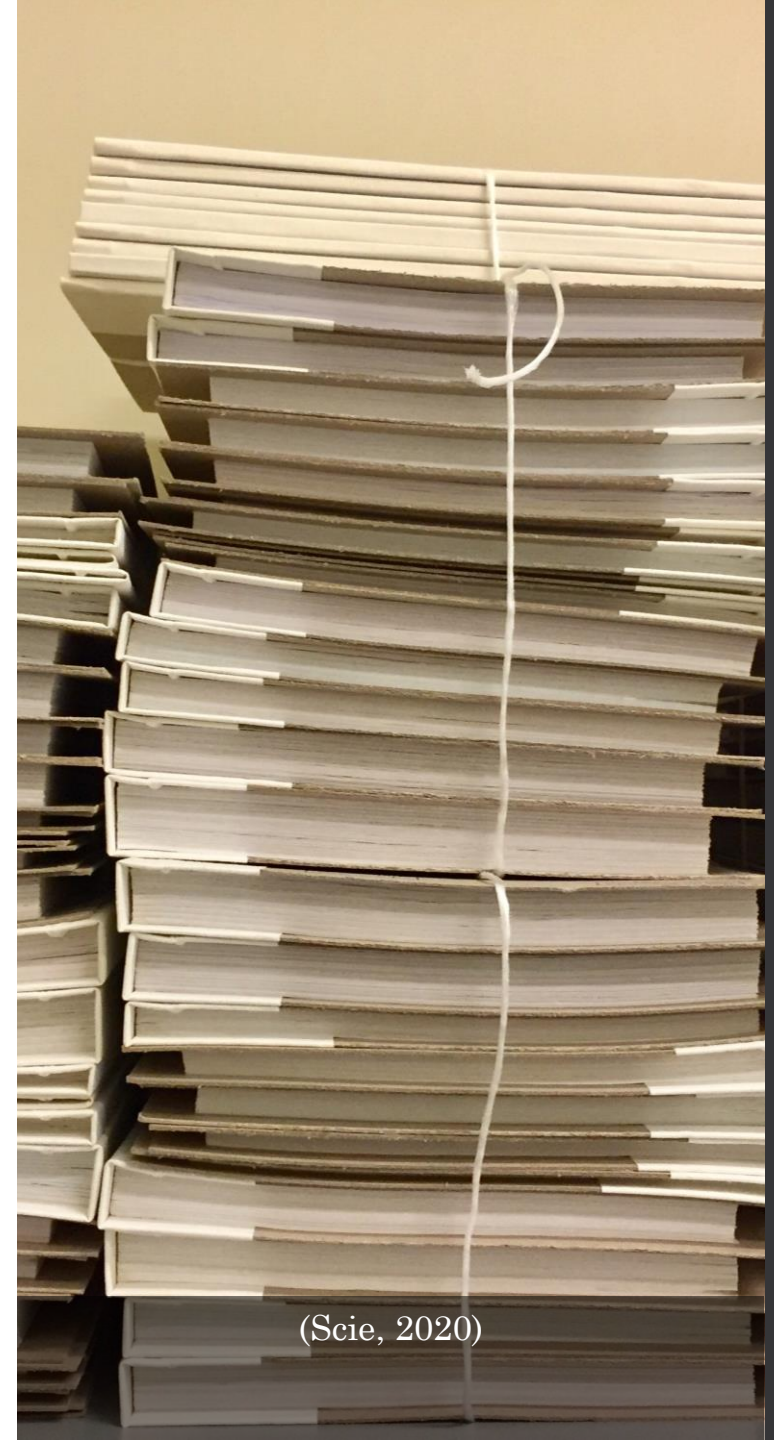




Reflection in Practice

Serious Case Reviews

- Serious Case Reviews (SCRs) were established under the Children Act HM Government, 2004 to review cases where a child has died and abuse or neglect is known or suspected.
- SCRs could additionally be carried out where a child has not died, but has come to serious harm as a result of abuse or neglect.
- They aim to establish learning for agencies and professionals to improve the way that they work together to safeguard children.



(Scie, 2020)



Serious Case Reviews

- We are aware from the media of serious case reviews, those including
 - Victoria Climbié (2000)
 - Baby P (2007)
 - Liam Fee (2014)
 - Star Hobson (2020)and sadly many more.
- Each of these cases has resulted in an SCR.
- In the case of Victoria Climbié, 108 recommendations were given to improve the services that were involved within her case.
- Going back to Schön's theory, these are Reflection-on-action.

Understanding Advocacy for Children and Young people

(Boylan and Dalrymple, 2009)

- The concept of independent advocacy which children and young people is relatively new.
- Despite policy and legislative frameworks of the Children's Acts 1989 and 2004, The Children (Scotland) Act 1995, the Children (Northern Ireland) order 1995 and the United Nations Conventions on the Rights of the Child 1989 (UNCRC).
- Decision Making for children and young people using health, education and social welfare services has been dominated by adult agendas and frames of reference that can silence the views of children and young people.
- Children's rights and advocacy services now operate across the four nations of the UK.



“Children’s Development state make them particularly vulnerable to human rights violations; their opinions are still rarely taken into account; most children have no vote and cannot play a meaningful role in the political process that determines governments’ response to human right; children encounter significant problems in using the judicial system to protect their rights or to seek remedies for violations of their rights; and children’s access to organisations that may protect their rights is generally limited”.

(Committee on the Rights of the Child, 2003, Para. 5)

Childhood, Children's Rights and Advocacy

“Human Rights are general rights, rights that arise from no special undertaking beyond membership of the human race. To have human rights one does not have to be anything other than a human being. Neither does one have to do anything other than be born as a human being”. (Donnelly, 2003)

Independent advocacy services for children and young people have developed alongside understanding the impact of ‘**adultism**’, which has the potential to silence the voices of children and young people. (Boylan and Dalrymple, 2009)

Adultism is a term that has been used to explain the oppression of children and young people by adults. (Boylan and Dalrymple, 2009)

Adultism is something that ‘has the same power dimension as sexism and racism and it is such a pervasive phenomenon as to be almost unrecognisable and taken for granted’. (Barford and Wattam, 1991, p.99)

The United Nations Convention on the Rights of the Child (UNCRC)

- The Children's Rights Movement has had a significant impact on the development of advocacy services.
- Recognition of children's right, consolidated by the UNCRC, has led to widespread acknowledgement of the principles of the convention in the provision of care and services for children and young people.
- The Philosophy that underpins advocacy is the belief that children and young people have a fundamental right to a voice in the decision-making processes that impact on their lives and should also be recognized as citizens.

(Boylan and Dalrymple, 2009)



Articles of the UNCRC adopted by the General Assembly of the United Nations (1989)



- Article 3 (i)
 - In all actions concerning the child, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be primary consideration.
- Article 12 (ii)
 - States parties shall assure the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
 - (2) For this purpose, the child shall in particular be provided with the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.
- Article 13 (ii)
 - The Child shall have the right to freedom of expression: this right shall include freedom to seek, receive the impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Articles of the UNCRC adopted by the General Assembly of the United Nations (1989)



- Article 14 (i)
 - States Parties shall respect the right of the child to freedom of thought, conscience and religion.
- Article 14 (ii)
 - States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
- Article 15 (i)
 - States Parties shall recognise the rights of the child to freedom of association and to freedom of peaceful assembly
- Article 16 (i)
 - No Child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, not to unlawful attacks on his or her honour reputation

Further Reading

- Explore the term '**Adultism**'
 - How does this relate to advocacy?
- Victoria Climbié Summary Report (Available on Moodle)
- Learning for the Future: Final Analysis of Serious Case Reviews, 2017 – 2019 (Available on Moodle)



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