Chapter 25
Advocacy and Risk:
Race, Class, and the Outsider

Ursula Thomas

Perimeter College, Georgia State University, USA

ABSTRACT

This case is centered on the term advocacy, the act of speaking on behalf of someone else. In this particular case, the author has chosen to highlight how an advocate is chosen based on perceived characteristics. The author has chosen to unpack the term positionality, which is defined as "The creation of the opposites by an arbitrary point of view". However, it is the author's goal in this unpacking of positionality to surface chards of what a preservice teacher and professor perceive themselves to be to each other in terms of needs and wants.

INTRODUCTION

An advocate is someone who speaks on behalf of someone else. In some cases, advocates are simply passionate volunteers, while in other instances, they may have received explicit training, and they are paid by their clients, or by organizations. Working with an advocate can be very valuable for someone who is trying to navigate an experience, with which he or she is unfamiliar, and the advocate may be able to attain more rights and other forms of support than someone would be able to obtain alone. Elitism is the belief in concept of superiority: the belief that some people or things are inherently superior to others and deserve preeminence, preferential treatment, or higher rewards because of their superiority. It is also the belief in control by small group: the belief that government or control should be in the hands of a small group of privileged, wealthy, or intelligent people, or the active promotion of such a system. Finally, it is a notion of control by a small group: government or control by a small, specially qualified, or privileged group.

Background

Advocacy

It can actually take a person years to comprehend, scrutinize and establish an awareness around the concept of allyhood. And being an ally is about behavior, belief and awareness. there is no simple development of becoming an ally. Especially as an outsider. However, the gaining of knowledge and evidence and submersing oneself in the community, a person may in fact have earned the title of being an ally. A simple academic definition of an ally is the person that is defined as an agent member working for social change rather than working for the oppressor. Members of the dominant group with privilege can be allies working in the system that oppresses marginalized groups. Understanding the term social justice and the concept of real social justice are necessary in order for allyhood to be effective. In order to be an ally, one must have to accept the definition of being multifaceted in the name of being in allies an ever- transforming practice based on the necessities of the oppressed.

Ally is not a self-selected the title it is actually a privilege that is bequeathed upon individual working on behalf of the advancement of others. And ally can be outside of the marginalized community or a member of the marginalized community. (Association for the Study of Higher Education, n.d.). Faculty and institutions of higher education should recognize not only of the importance and the need for advocacy training in future professionals, but also recognize the provision of knowledge and skills to advocate for professionals that reflect such. (Tappe, Galer-Unti & Radius, 2009).

In the P-12 arena, researchers found that it is important to admit that academia is not alone in encouraging a political and advocacy role for bilingual teachers. They strongly suggest that bilingual teachers' greatest political asset is their connection to their community. Language teachers have a special relationship with students and families and bilingual teachers must use their position of community leaders advocate for high quality language instruction. It also recommends three things. Learn to political landscape of the school or educational community in which on works. Learn to conduct teacher research in your own classrooms or environment. And above all remain professional as one advocates. (Tellez & Varghese, 2013).

In another study, researchers focused on culturally and linguistically diverse families and relationships with the families of children that have special needs. The researchers found that sharing among the parents regardless of the language in their school the child attended. In addition to hearing parents' view, the researchers recommend using these narratives to generate recommendations for practice. At the most fundamental level lies the need to assist families and being advocate for their children through education and support and the use of family members (Hess, Molina, Kolzeski, 2006). The literature also addresses counselor of the P-12 community. The IEP process through strengths-based counseling the researchers found a number of interesting themes and identified a number of recommendations. Utilizing the leadership and advocacy role, school counselors are in a position to help mostly within the school (Geltner & Leibforth 2008).

In the context, acts of advocacy facilitates the courage of educators to take their work beyond the classroom, writing from the perspective of a practicing teacher other practitioners need to change their practices of engaging in the university and community members. The researchers recommend that teacher educators need to help teachers develop the skills they need to share a mission in working with settings that contradict the views of more powerful constituency from school administrator to policymakers. An example of this would include teaching future teachers to meet confrontation and face conflicts with

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