

# ECE517 Advocacy in Early Childhood Care and Education

**Level:** 5

**Credit Units:** 5 Credit Units

**Language:** ENGLISH

**Presentation Pattern:** EVERY JAN

## Synopsis:

This course discusses the meaning of advocacy and how to develop an advocacy agenda that meets the needs of children, families and educators. Advocacy that supports the provisions and principles of the Convention on the Rights of the Child and professional development of early childhood educators, as well as factors that influence policy formulation and implementation, will be examined. Informed advocacy implies the appropriate knowledge and the ability to comprehend policies and how they translate into practice for the profession, for the sector and in the international platform. It should serve to advance the ECE field forward in establishing effective resources that will bring about positive changes for children, families, educators and society through education, analysis, research, and greater outreach to the community.

## Topics:

- Defining advocacy and the stakeholders: What is advocacy and what it means to advocate for children?
- Why advocate? The early childhood system in context: Provisions, issues and challenges
- Contexts for advocacy - policy concerns and approaches
- Developing an advocacy agenda: Levels and types
- Convention on the Rights of the Child (UNCRC)
- Early Childhood Development Centres Act (ECDCA): Quality early childhood care and education, and professionalism in the early childhood sector
- Tools for advocacy
- Strategies for advocacy
- Working with families to advocate for children
- Professionalism and workforce issues: Rights and responsibilities of people who work with children
- Advocacy platforms and resources: The early childhood sector, networks, research, conferences, and the media
- Sharing of authentic concerns and advocacy experiences

## Learning Outcome:

- Assess current perspectives on advocacy in early childhood practice
- Choose appropriate strategies with knowledge of the needs of children, families and practitioners
- Prepare to apply knowledge and understanding of the theory to diverse situations in the context of early childhood
- Appraise values, principles and ethical dilemmas that arise in practice
- Compare pertinent research findings to current models of practice with individuals, and families, groups and communities
- Design advocacy agendas relevant to practice in various early childhood settings

## Assessment Strategies:

| Continuous Assessment Component | Weightage (%) |
|---------------------------------|---------------|
|---------------------------------|---------------|

| <b>Continuous Assessment Component</b> | <b>Weightage (%)</b> |
|--|----------------------|
| TUTOR-MARKED ASSIGNMENT                | 30                   |
| GROUP BASED ASSIGNMENT                 | 20                   |
| <b>Sub-Total</b>                       | <b>50</b>            |

| <b>Examinable Component</b> | <b>Weightage (%)</b> |
|-----------------------------|----------------------|
| Written Exam                | 50                   |
| <b>Sub-Total</b>            | <b>50</b>            |

**Weightage Total** **100**