



Course Outline

EDECE3002 TEACHER AS ADVOCATE

Title: TEACHER AS ADVOCATE

Code: EDECE3002

Formerly: TW741

School / Division: School of Education

Level: Advanced

Pre-requisites: Nil

Co-requisites: Nil

Exclusions: (TW741)

Progress Units: 15

ASCED Code: 070100

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- Read, understand and evaluate policy documents
- Understand how advocacy can be achieved
- Recognise how community beliefs, values, and attitudes impact on children, children's services and families

Skills:

- Recognise the rights and responsibilities of early childhood professionals as advocates
- Use effective strategies to communicate with parents, media, community and relevant others;
- Be aware of a range of approaches and avenues for advocacy relating to young children, families and services
- Understand and be able to implement the Code of Ethics as represented by Early Childhood Australia

Values:

- Differentiate between what is moral and what is ethical

Content:

The sequence is organised so that topics are studied in the order they are presented. There are prescribed readings for each topic from the set text and the supplementary reading. You will be asked to reflect on the readings and make links to your understandings and current practices within your setting. The reflection tasks encourage you to reflect on your new



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learning and are a key element in completing the assessment tasks. This Unit has an extensive set of key concepts and it is important that you manage your time so a schedule has been developed to assist this process

Topics may include:

- Understanding Australian society
- Understanding policy in social and educational contexts
- Advocating for children, early childhood services and families
- Early Childhood Australia's Code of Ethics
- International conventions on the rights of the child
- Health issues and policy in early childhood
- Approaches to advocacy on behalf of disempowered groups in terms of culture, social class, isolation
- Wellness and wellbeing within the early childhood context
- Social development of children
- Communicating with parents and community
- Recognising and coping with ethical dilemmas
- Understanding confidentiality

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Gather and analyse six different State or Federal policies for early childhood to identify „X Values that underpin the policy „X What precipitated the development of the policy Who benefits/ who is disadvantaged The applicability for rural settings	1. Written report DUE 20th April, 2011	60%
Take one of the policies identified above and: „X Write a position paper for a Board of Management; „X Write a letter of advocacy to the appropriate local politician; Write a newsletter informing parents and community of the implications of the policy for the centre, the children, families and for early childhood in general	2. Folio containing three pieces of professional communication DUE 1st June	40%

Adopted Reference Style:

APA

Library Website:

http://www.ballarat.edu.au/aasp/student/learning_support/generalguide/