

Resource 2.1.2 – Provocation – Social Change

The following resource has been developed in the Child-Centred Competences for Early Childhood Education and Care project (Erasmus+ Key Action 203 Mobility Project: 2019-1-UK01-KA203-061665).

The following task and associated resources encourage the student to consider how child-centredness can inform social change through the planning of a small scale advocacy project.

Firstly, you are encouraged to read one or both of the papers below, which describe the advocacy assignments of a group of preservice early childhood educators. The papers will provide you with examples of advocacy projects.

Martha Taylor Dever (2006) Advocating for Young Children: A Preservice Teacher Education Project, *Journal of Early Childhood Teacher Education*, 27:4, 391-399, DOI: [10.1080/10901020600996299](https://doi.org/10.1080/10901020600996299)

Shayna Cook (2014) Using Everyday Classroom Experiences to Advocate for Young Children. Available at <https://www.zerotothree.org/resources/499-using-everyday-classroom-experiences-to-advocate-for-young-children>

Having read these papers, you are invited to plan your own social change or advocacy project.

- Identify the form of advocacy that you would like to undertake – personal, public or system (re-read 2.1.2 of the e-book as a reminder)

Having identified your project consider the following:

- Describe your social change/advocacy activity
- What message will you convey and why is it important?
- Will it be social change/advocacy *with, by or for* children?
- What motivates your project?