

	CAPILANO UNIVERSITY		
	COURSE OUTLINE		
Course Title	Leadership, Advocacy and Policy in ECCE		
Course Number	EDUC 471	Credits	3.0
Section Number		Instructor	
Term	Fall 2017	Office	
Phone		Local	

COURSE FORMAT:

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in an on-line format.

COURSE PREREQUISITE: 45 credits of 100-level or higher coursework; and ENGL 100 as a pre or corequisite.

EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT:

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

LEARNING OUTCOMES:

General: This course explores leadership, advocacy and policy within the context of current political and philosophical dialogues in ECCE.

INSTRUCTIONAL OUTCOMES:

Students who successfully complete this course should be able to:

1. Develop an understanding of the complexities regarding the concept of leadership in the educational field as well as its relation with democracy, ethics, subjectivity and innovation.
2. Develop an understanding of current governmental and non-governmental initiatives, policies and legislation impacting ECCE;
3. Gain an understanding of the networks and relationships among ECCE advocacy groups;
4. Develop an understanding of leadership and advocacy response within social, cultural, economic and cultural contexts; and
5. Develop an understanding of the role that early childhood educators play as innovators and advocates for ECCE.

REQUIRED TEXT BOOKS

Moss, P. (2014). *Transformative Change and Real Utopias in Early Childhood Education: A story of democracy, experimentation and potentiality*. London: Routledge.

The Foucault reader. In P.Rabinow (Ed). New York: Pantheon

Dahlberg, G., Moss, P., & Pence, A. (1999). Beyond quality in early childhood education and care. London: Falmer Press.

MacNaughton, G. (2005). Doing Foucault in early childhood studies: Applying poststructural ideas. New York: Routledge.

Cannella, G. S. & Soto, L. (Eds) (2010). Deconstructing early childhood education: Social justice and revolution. New York: Peter Lang Publishing Inc.

A detailed reading list and schedule for readings is provided on the course moodle site.

SUGGESTED READINGS

NOTE

REFERENCES:

ECEBC (1994). The Code of Ethics. Vancouver: Author.

Government of British Columbia. 2009. Community Care and Assisted Living Act: Child Care Licensing Regulation. Victoria: Queen's Printer.

Ministry of Health and the Ministry of Children and Family Development (2008). British Columbia Early Learning Framework. Victoria: Queen's Printer.

Ministry of Health and the Ministry of Children and Family Development (2008). Understanding the British Columbia Early Learning Framework From Theory to Practice. Victoria: Queen's Printer.

COURSE CONTENT:

PART ONE: Week one	Introduction: <ul style="list-style-type: none"> • Course Outline and assignments revision and discussion. • Exposure of broad purposes of the course.
Week two to five	Locating leadership in early childhood education and the broader socio-cultural context: <ul style="list-style-type: none"> • Late Capitalism and the Anthropocene • Brief considerations on a feminized field Leadership and Colonialism: <ul style="list-style-type: none"> • Learning to inherit Childhood discourses: <ul style="list-style-type: none"> • Problematizing child-centered practices: Toward a collective life. • Children's agency: creating culture. • Questions of advocacy
Week five to eight	Leadership And Democracy: <ul style="list-style-type: none"> • Public Space and childhood • Creating agonistic spaces in early childhood. • Leadership and the act of critique: considerations on advocacy and innovation

PART TWO: Week nine to thirteen	Leadership, and early childhood education: what responsibility? Leadership and community: A critical exploration.
Weeks fourteen to Fifteen	Exam Block

EVALUATIONPROFILE:

Roundtable discussion	35%
Essay	35%
Community Project	30%
Total	<u>100%</u>

GRADING PROFILE:

A+ = 90 - 100	B+ = 77 - 79	C+ = 67 - 69	D = 50 - 59
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 49 and below
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

ASSIGNMENTS: See attached.

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website

Attendance: Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded.

Academic Responsibility: Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met.

Professionalism

All students are expected to maintain professional behavior, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course.

Year	Course	Prerequisites	Corequisites
1001	Introduction to Early Childhood Education		
1002	Child Development	1001	
1003	Child Health and Safety	1001	
1004	Child Psychology	1001	
1005	Child Language and Communication	1001	
1006	Child Assessment and Intervention	1001	
1007	Child Research and Evaluation	1001	
1008	Child Policy and Practice	1001	
1009	Child Professionalism and Ethics	1001	

Missed Presentations, Exams, and Quizzes	<p>Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:</p> <p style="padding-left: 40px;">If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate may be requested.</p>
Late Assignments:	<p>All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue.</p>
Incomplete Grades:	<p>"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.</p>
English Usage and Writing Style:	<p>All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".</p> <p>All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".</p>
Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were ones' own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences.</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>
Emergency Procedures:	<p>Please read the emergency procedures posted on the wall of the classroom.</p>