

The advocacy of educators: Perspectives from early childhood ^[1]

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AVAILABILITY

Full PDF available for purchase ^[2]

Abstract

This article investigates early childhood educators' perceptions of advocacy in raising the professional status with multiple stakeholders in diverse contexts. The article reports on findings from a phenomenological study investigating the perceptions of 12 educators working full time in long-day-care settings across Sydney, New South Wales (NSW), Australia. Findings revealed that participants were ambivalent towards power, as they perceived themselves to be influential within internal workplace settings yet felt raising the professional status to be the responsibility of senior stakeholders in wider socio-political contexts. Recommendations for the prospective utilisation of advocacy, and implications for supplementary research are relayed.

Related link:

Region: Australia and New Zealand ^[3]

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