# ECHE8200

## Families in Context

Session 1, Online-scheduled-weekday 2024

*Macquarie School of Education*

# Contents

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# General Information

Unit convenor and teaching staff
Convenor
Katie Wright
katie.wright@mq.edu.au
Contact via Contact via iLearn dialogue
Contact via iLearn dialogue to arrange consultation

Co-convenor
Fay Hadley
fay.hadley@mq.edu.au
Contact via Please contact Katie Wright for all consultations

Credit points
10

Prerequisites
Admission to MTeach(0-5) or MEChild or MEd or MEdLead or MIndigenousEd or GradDipIndigenousEd or MSpecEd or GradCertEChild or GradCertEdS

Corequisites

Co-badged status

Unit description
The overarching aim of this unit is to examine the implications of diversity in family values and the value of family across a range of contexts. Over the course of the unit, we will consider the role of socio-cultural, economic and political contexts in shaping family life and family values in the 21st century. Drawing on a variety of resources, including diverse media, academic publications and reflections on personal experiences, we will explore changing family lives and the extent to which traditional, largely Western-based, images of 'family' life reflect contemporary experiences and practices of families and children in Australia and abroad.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

# Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Explore diverse contexts in and perspectives on ways in which families function.

**ULO2:** Reflect on personal experiences and how these shape perspectives.

**ULO3:** Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.

**ULO4:** Highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.

**ULO5:** Consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

**ULO6:** Explore the online environment and contribute effectively and respectfully.

**ULO7:** Engage in active and critical reflective practice about working with diverse families

# General Assessment Information

**More detailed information about assessment tasks is provided on your iLearn site including the rubric / marking scheme, and detailed instructions.**

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). ·

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

- Please format assessments using 12-point font and 1.5 spacing.

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no

re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

# University policy on grading

**Criteria for awarding grades for assessment tasks**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience (PEx) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

**Descriptive Criteria for awarding grades in the unit**

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

| Grade | Descriptor |
|---|---|
| **HD** (High Distinction) | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem- solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline. |
| **D** (Distinction) | Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience. |
| **Cr** (Credit) | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. |
| **P** (Pass) | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes. |

| | | |
|---|---|---|
| **F**<br><br>(Fail) | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline. | |

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit https://ask.mq.edu.au

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| Assessment 1 | 20% | No | 23:55 30/05/2024 |
| Assessment 2 | 40% | No | 23:55 28/03/2024 |
| Assessment 3 | 40% | No | 23:55 24/04/2024 |

## Assessment 1

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 20 hours
Due: **23:55 30/05/2024**
Weighting: **20%**


Online participation and discussions. 1000 words


On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Reflect on personal experiences and how these shape perspectives.
- Highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.

- Explore the online environment and contribute effectively and respectfully.
- Engage in active and critical reflective practice about working with diverse families

# Assessment 2

Assessment Type [1]: Essay
Indicative Time on Task [2]: 35 hours
Due: **23:55 28/03/2024**
Weighting: **40%**

Analysis of selected family topic. 2000 words

On successful completion you will be able to:
- Explore diverse contexts in and perspectives on ways in which families function.
- Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- Highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- Engage in active and critical reflective practice about working with diverse families

# Assessment 3

Assessment Type [1]: Report
Indicative Time on Task [2]: 35 hours
Due: **23:55 24/04/2024**
Weighting: **40%**

Philosophy paper. 2000 words

On successful completion you will be able to:
- Explore diverse contexts in and perspectives on ways in which families function.
- Reflect on personal experiences and how these shape perspectives.
- Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- Consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- Engage in active and critical reflective practice about working with diverse families

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

# Delivery and Resources

**Required and recommended texts**

There is no set textbook for the unit. You will have weekly readings and some additional readings recommended.

**Recommended additional textbook**

Grace, R., & Bowes, J., & Woodrow, C. (Eds.) (2022). Children, families and communities. (6th Edn), South Melbourne: Oxford University Press.

# Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ or online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

# Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help. Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

## Structure

The unit structure can be found in the university timetable https://students.mq.edu.au/study/enroll ing/create-timetable In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available below.

# Unit Schedule

| Week/ Date 2024 | Lecture Topic/Lecturer | 2024 Tutorial Schedule |
|---|---|---|
| Week 1 Feb. 19 | Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley) | No tutorials |
| Week 2 Feb. 26 | Indigenous perspectives – kinship ties (online module to complete) | Tutorial for all students with Katie |
| Week 3 March 4 | Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley) | No tutorials |
| Week 4 March 11 | Families with members who experience disability (Katie Wright) | Tutorial for all students with Katie |
| Week 5 March 18 | Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBTQI+) (Meg Liang) | No tutorials |

| Week 6 March 26 | Media Portrayal of families (Katie Wright) | Tutorial for all students with Katie **Assessment 2 due 23:55 28/03/2024** |
|---|---|---|
| Week 7 April 1 | Developing a philosophical approach to working with families in educational settings (Katie Wright) | No tutorials |
| Week 8 April 8 | Research and study of families: Multi-disciplinary perspectives (Fay Hadley) | Tutorial for all students with Katie |
| **Mid- semester break April 15th – April 28th 2024** **Assessment 3 due 23:55 24/04/2024** | | |
| Week 9 April 29 | Community Violence and impacts on children and families (Fay Hadley) | No tutorials |
| Week 10 May 6 | Working with children and families who have experienced trauma (Katie Wright) | Tutorial for all students with Katie |
| Week 11 May 13 | Out-of-Home Care of Children – state care, grandparent, kinship care | No tutorials |
| Week 12 May 20 | What next? Where to from here in terms of researching with families (Fay Hadley) | Tutorial for all students with Katie |
| Week 13 May 27 | | No tutorials or lectures **Assessment 1 due 23:55 30/5/ 2024** |

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policie s.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy

- Academic Integrity Policy

- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Assessment Procedure

- Complaints Resolution Procedure for Students and Members of the Public

- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

## Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

# Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

# Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

## The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops

- Chat with a WriteWISE peer writing leader

- Access StudyWISE

- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

# Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

# Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

# IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

# **School of Education Procedures**

In addition, the following policies and procedures of the School of Education are applicable in this unit.

# **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

# Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

# 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.  Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.  In this unit, you will learn using the 5Rs framework in the following important ways:

- Responsive - all modules - cover all family types. This allows you to think about the various ways we can build responsive relationships with families in our educational settings.

- Ready to learn - the essay is set to challenge your thinking and how stereotypes are perpetuated.

- Research engaged - the philosophy assessment provides opportunity to engage with the research. One of your modules is also on researching with families and the ethical considerations that need to be thought through. This module also provides opportunities to analyse who is missing in the research on working with families - what are the gaps/ who is silenced and what does that mean for educational settings?

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Unit information based on version 2024.02 of the Handbook