ECED820
Families in Context
S1 Day 2013
Institute of Early Childhood

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### General Information

Unit convenor and teaching staff
Unit Convenor
Fay Hadley
fay.hadley@mq.edu.au
Contact via fay.hadley@mq.edu.au

Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years) or MEChild or MEdLead n Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd

Corequisites

Co-badged status

Unit description
The overarching aim of this unit is to examine the implications of diverse family contexts when working with children and families in early childhood settings. 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 twenty-first century. Drawing on a variety of resources, including diverse media, academic publications and reflections on personal experiences, we will explore changing family lives and appraise the extent to which traditional, largely Western-based, images of ‘family’ life reflect contemporary experiences 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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

### Learning Outcomes

1. To explore diverse contexts in and perspectives on ways in which families function.
2. To reflect on personal experiences and how these shape perspectives.
3. To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
4. To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.

5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

6. To explore the online environment and contribute effectively and respectfully.

7. To engage in active and critical reflective practice about working with diverse families.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assign 2</td>
<td>40%</td>
<td>12th April</td>
</tr>
<tr>
<td>Assign 1</td>
<td>20%</td>
<td>8th March</td>
</tr>
<tr>
<td>Assign 3</td>
<td>40%</td>
<td>24th May</td>
</tr>
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</table>

**Assign 2**

Due: **12th April**  
Weighting: **40%**

**Major Essay** based on the analysis of selected topic(s) focusing on Families Images and the Role of the Media  
(1500 words)

This Assessment Task relates to the following Learning Outcomes:

- To explore diverse contexts in and perspectives on ways in which families function.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- To engage in active and critical reflective practice about working with diverse families.

**Assign 1**

Due: **8th March**  
Weighting: **20%**

On line communication and postings
This Assessment Task relates to the following Learning Outcomes:

• To explore diverse contexts in and perspectives on ways in which families function.
• To reflect on personal experiences and how these shape perspectives.
• To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
• To explore the online environment and contribute effectively and respectfully.
• To engage in active and critical reflective practice about working with diverse families.

Assign 3
Due: 24th May
Weighting: 40%

Philosophy paper - reflections on working with families as an EC professional
(1500 words)

This Assessment Task relates to the following Learning Outcomes:

• To explore diverse contexts in and perspectives on ways in which families function.
• To reflect on personal experiences and how these shape perspectives.
• To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
• To engage in active and critical reflective practice about working with diverse families.

Delivery and Resources

Textbook:

Weekly Classes
ECED820 is offered in internal and external mode.

Internal students will attend 2-hour classes every week on the university campus, on Wednesday from 12-2pm in Building X5B in Room 143.

There will be one on-campus session for external students and attendance is optional. If there is sufficient interest from students, this on-campus session has been scheduled for Saturday 13 April 10am to 3pm. Could all external students please confirm their plans regarding attending this day by email to Fay ASAP using the email function on the unit website.
All students, as part of the assessment requirements for this unit, will participate regularly in the unit via the **Discussions on the unit website**. Details are provided later under Assessment in ECED820.

## Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>Week 1 25&lt;sup&gt;th&lt;/sup&gt; Feb</td>
<td>Families: Definitions, Contexts and Theoretical Orientations</td>
<td>JB</td>
</tr>
</tbody>
</table>
| Week 2 4<sup>th</sup> March | Research and study of families: Multi-disciplinary perspectives  
  **Assignment #1: Task 1 due 8<sup>th</sup> March** | JB       |
<p>| Week 3 11&lt;sup&gt;th&lt;/sup&gt; March | Media Portrayal of families                                    | FH       |
| Week 4 18&lt;sup&gt;th&lt;/sup&gt; March | Family formation through Assisted Reproductive Technologies (Dr Frances Gibson – guest lecturer) | FG       |
| Week 5 25&lt;sup&gt;th&lt;/sup&gt; March | Indigenous perspectives – kinship ties                          | JB       |</p>
<table>
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<tr>
<th>Week 6</th>
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<tbody>
<tr>
<td><strong>1st April</strong></td>
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<tr>
<td><strong>Recent arrivals:</strong> children from immigrant and refugee backgrounds (Dr Katey DeGioia – guest lecturer)</td>
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<tr>
<th>Week 7</th>
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<tr>
<td><strong>8th April</strong></td>
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<tr>
<td>Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBT) (Kathy Cloughessey – guest lecturer)</td>
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<tr>
<td><strong>Assignment #2: Major essay on role of media due 12 April</strong></td>
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<tr>
<th>15/4 &amp; 22/4</th>
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<tbody>
<tr>
<td><strong>NO CLASSES - UNIVERSITY RECESS for two weeks</strong></td>
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<tr>
<td><strong>13th APRIL – ON-CAMPUS CLASS for external students</strong></td>
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<tr>
<th>Week 8</th>
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<tr>
<td><strong>29th April</strong></td>
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<tr>
<td>Isolated families from metropolitan and rural/regional areas</td>
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<th>Week 9</th>
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<tr>
<td><strong>6th May</strong></td>
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<tr>
<td>Families with members with disabilities (Dr Kathy Cologan - guest lecturer)</td>
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<tr>
<td><strong>Assignment #1: Submit Online Postings for marking by 11 May</strong></td>
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<tr>
<th>Week 10</th>
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<tbody>
<tr>
<td><strong>13th May</strong></td>
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<tr>
<td>Children from families identified as ‘at risk’</td>
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<table>
<thead>
<tr>
<th>Week 11</th>
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<tbody>
<tr>
<td><strong>20th May</strong></td>
</tr>
<tr>
<td>Developing a philosophical approach to working with families in EC settings (pre-recorded lecture by Elizabeth Kelly). <strong>NO INTERNAL CLASS THIS WEEK</strong></td>
</tr>
<tr>
<td><strong>Assignment #3: Paper on Working with families due 24 May</strong></td>
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</table>
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy  http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy  http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/

UniWISE provides:

- Online learning resources and academic skills workshops  http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at  http://www.student.mq.edu.au/ses/.
Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help.

When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

• To explore diverse contexts in and perspectives on ways in which families function.
• To reflect on personal experiences and how these shape perspectives.
• To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
• To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
• To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

Assessment tasks

• Assign 2
• Assign 1
• Assign 3

PG - Critical, Analytical and Integrative Thinking
Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.
This graduate capability is supported by:

**Learning outcomes**

- To explore diverse contexts in and perspectives on ways in which families function.
- To reflect on personal experiences and how these shape perspectives.
- To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- To engage in active and critical reflective practice about working with diverse families.

**Assessment tasks**

- Assign 1
- Assign 3

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

- To reflect on personal experiences and how these shape perspectives.
- To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- To explore the online environment and contribute effectively and respectfully.

**Assessment task**

- Assign 1

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:
Learning outcomes

• To explore diverse contexts in and perspectives on ways in which families function.
• To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
• To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.

Assessment tasks

• Assign 2
• Assign 3

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

• To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
• To explore the online environment and contribute effectively and respectfully.

Assessment tasks

• Assign 2
• Assign 1
• Assign 3

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

• To explore diverse contexts in and perspectives on ways in which families function.
• To reflect on personal experiences and how these shape perspectives.
To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.

To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.

To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

To engage in active and critical reflective practice about working with diverse families.

### Assessment tasks

- Assign 1
- Assign 3