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Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
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/

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

**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 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 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 XSB 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 25th Feb</td>
<td>Families: Definitions, Contexts and Theoretical Orientations</td>
<td>JB</td>
</tr>
<tr>
<td>Week 2 4th March</td>
<td>Research and study of families: Multi-disciplinary perspectives</td>
<td>JB</td>
</tr>
<tr>
<td></td>
<td>Assignment #1: Task 1 due 8th March</td>
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<tr>
<td>Week 3 11th March</td>
<td>Media Portrayal of families</td>
<td>FH</td>
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<tr>
<td>Week 4 18th March</td>
<td>Family formation through Assisted Reproductive Technologies (Dr Frances Gibson – guest lecturer)</td>
<td>FG</td>
</tr>
<tr>
<td>Week 5 25th March</td>
<td>Indigenous perspectives – kinship ties</td>
<td>JB</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Instructor</td>
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<tr>
<td>6</td>
<td><strong>Recent arrivals:</strong> children from immigrant and refugee backgrounds</td>
<td>Dr Katey DeGioia</td>
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<tr>
<td>1st</td>
<td>(Dr Katey DeGioia – guest lecturer)</td>
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<tr>
<td>April</td>
<td></td>
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<tr>
<td>7</td>
<td>Children with parents who identify as Lesbian, Gay, Bisexual and</td>
<td>Kathy Cloughessey</td>
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<tr>
<td>8th</td>
<td>Transgender (LGBT)</td>
<td></td>
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<tr>
<td>April</td>
<td>(Kathy Cloughessey – guest lecturer)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Assignment #2: Major essay on role of media due 12 April</strong></td>
<td></td>
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<tr>
<td>15/4</td>
<td><strong>NO CLASSES - UNIVERSITY RECESS for two weeks</strong></td>
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<tr>
<td>22/4</td>
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<td></td>
<td><strong>13th APRIL – ON-CAMPUS CLASS for external students</strong></td>
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<tr>
<td>8</td>
<td>Isolated families from metropolitan and rural/regional areas</td>
<td>John Bevan</td>
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<tr>
<td>29th</td>
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<tr>
<td>April</td>
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<tr>
<td>9</td>
<td>Families with members with disabilities</td>
<td>Kathy Cologan</td>
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<tr>
<td>6th</td>
<td>(Dr Kathy Cologan - guest lecturer)</td>
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<tr>
<td>May</td>
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<tr>
<td></td>
<td><strong>Assignment #1: Submit Online Postings for marking by 11 May</strong></td>
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<tr>
<td>10</td>
<td>Children from families identified as ‘at risk’</td>
<td>First Harman</td>
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<tr>
<td>13th</td>
<td></td>
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<tr>
<td>May</td>
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<tr>
<td>11</td>
<td>Developing a philosophical approach to working with families in EC</td>
<td>Elizabeth Kelly</td>
</tr>
<tr>
<td>20th</td>
<td>settings (pre-recorded lecture by Elizabeth Kelly). <strong>NO INTERNAL CLASS THIS WEEK</strong></td>
<td></td>
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<tr>
<td>May</td>
<td></td>
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<tr>
<td></td>
<td><strong>Assignment #3: Paper on Working with families due 24 May</strong></td>
<td></td>
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<tr>
<td>Week</td>
<td>No classes. Professional experience for ECED825 students</td>
<td></td>
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<td>-------</td>
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<tr>
<td>12</td>
<td>May 27 - June 7.</td>
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<tr>
<td>27th</td>
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<tr>
<td>May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>No classes. Professional experience for ECED825 students</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>May 27 - June 7.</td>
<td></td>
</tr>
<tr>
<td>June</td>
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**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au) 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/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](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/](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
\[
\begin{itemize}
  \item To explore diverse contexts in and perspectives on ways in which families function.
  \item To reflect on personal experiences and how these shape perspectives.
  \item To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
  \item To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
  \item To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
\end{itemize}
\]

Assessment tasks
\[
\begin{itemize}
  \item Assign 1
  \item Assign 2
  \item Assign 3
\end{itemize}
\]

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 1
• Assign 2
• 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