



ECH 326

Children, Families and Communities in a Diverse Society

S2 Day 2015

Institute of Early Childhood

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General Information

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Credit points

3

Prerequisites

39cp

Corequisites

Co-badged status

Unit description

This unit examines the contexts of childhood, family conditions, neighbourhood, environmental contexts and social policies, and identifies the implications for early childhood professionals and school practitioners. Theoretical approaches to the study of families are explored, along with issues for children related to the structural and cultural diversity of families in Australia. Interconnections between children, families and communities are examined along with implications for practice.

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:

1. Have an understanding of the broad theoretical approaches to the study of families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how these differences influence parenting and links to the community.
3. Understand how children are affected by the families and communities in which they live.
4. Have a detailed knowledge of contemporary issues concerning children and families, issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.
5. Have an understanding and knowledge of the range of formal and informal supports available to families with young children.
6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.
7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment Tasks

Name	Weighting	Due
Interview Design	20%	Friday 28th August
Family Case Study	45%	Friday 9th October
Online exam	35%	4th & 9th Nov

Interview Design

Due: **Friday 28th August**

Weighting: **20%**

In the first part of this assignment you need to present a rationale for why you have chosen your particular family as well as develop an interview schedule.

On successful completion you will be able to:

- 2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how these differences influence parenting and links to the community.
- 3. Understand how children are affected by the families and communities in which they live.
- 4. Have a detailed knowledge of contemporary issues concerning children and families, issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.
- 5. Have an understanding and knowledge of the range of formal and informal supports available to families with young children.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.

Family Case Study

Due: **Friday 9th October**

Weighting: **45%**

Assessment 2 represents the second part of this task and involves conducting the interview and the formal writing up of your case study.

On successful completion you will be able to:

- 3. Understand how children are affected by the families and communities in which they live.
- 4. Have a detailed knowledge of contemporary issues concerning children and families, issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.
- 5. Have an understanding and knowledge of the range of formal and informal supports available to families with young children.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic

sources.

- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Online exam

Due: **4th & 9th Nov**

Weighting: **35%**

Online exam assessing unit content. Includes

- * 30 multiple questions based on Parts 1 and 2 of the unit
- * 2 short essay questions based on Parts 3 of the unit

On successful completion you will be able to:

- 1. Have an understanding of the broad theoretical approaches to the study of families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how these differences influence parenting and links to the community.
- 3. Understand how children are affected by the families and communities in which they live.
- 4. Have a detailed knowledge of contemporary issues concerning children and families, issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.
- 5. Have an understanding and knowledge of the range of formal and informal supports available to families with young children.

Delivery and Resources

Textbook:

Bowes, J., Grace, R., Hodge, K. (2012). *Children, families and communities: Contexts and consequences*. (4rd Edition) Melbourne: Oxford University Press.

Activity	Components	Total
Listening to ECH326 Lectures	10 x 1 hour	10

Weekly reading	10 x 1 hours	10
Tutorial attendance (internal students)	10 x 2 hours	18
Engagement with iLearn	30 mins per week	6.5
Assessment 1: Rationale and Interview Schedule	12 hours (approx. 6 hours of reading to inform self before development of interview schedule, 3 hours writing of rationale, 3 hours construction of interview schedule)	16
Assessment 2: Family Case Study	28 hours (approx. 1 hour for interview and about 3 hours for transcription, 6 hours literature search and review, 18 hours for writing-up case study includes writing report, compiling reference list, re-read and edits)	32
Revision of unit materials for Exam	1.5 hours per topic	25
Online exam	1 ½ hours	1.5
Total		120

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://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

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 [ask.mq.edu.au](#).

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <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.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 4. Have a detailed knowledge of contemporary issues concerning children and families,

issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.

- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.
- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment tasks

- Interview Design
- Family Case Study
- Online exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment task

- Family Case Study

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Have an understanding of the broad theoretical approaches to the study of families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how these differences influence parenting and links to the community.
- 3. Understand how children are affected by the families and communities in which they live.
- 4. Have a detailed knowledge of contemporary issues concerning children and families, issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.
- 5. Have an understanding and knowledge of the range of formal and informal supports available to families with young children.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.

Assessment tasks

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- Online exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Have an understanding of the broad theoretical approaches to the study of families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how

these differences influence parenting and links to the community.

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- Online exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how these differences influence parenting and links to the community.
- 3. Understand how children are affected by the families and communities in which they live.
- 4. Have a detailed knowledge of contemporary issues concerning children and families, issues such as divorce, the role of the extended family, child abuse and neglect, substitute care and community violence.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 2. Have a detailed knowledge of the diversity of families in terms of structure and cultural background, language and communication, and belief systems and understand how these differences influence parenting and links to the community.
- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment tasks

- Interview Design
- Family Case Study
- Online exam