



# ECED720

## Families in Context

S1 Day 2015

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Fay Hadley

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Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

The unit is relevant to students aspiring towards leadership positions working with children, families and communities and are interested in doing higher degree research. The overarching aim of this unit is to raise awareness of diversity in family values and the value of families 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 values in the 21st century. Drawing on a variety of resources, including 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 the daily experiences/practices of families and children in Australia and abroad. There will be an emphasis on both an understanding of advanced concepts as well as their application in research and/or professional environments.

## 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. 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

Name	Weighting	Due
<a href="#"><u>Assignment 1</u></a>	20%	16th March and 14th May
<a href="#"><u>Assignment 2</u></a>	40%	9th April
<a href="#"><u>Assignment 3</u></a>	40%	15th May

### Assignment 1

Due: **16th March and 14th May**

Weighting: **20%**

On line communication and postings

Engage in ilearn (Task 1)

5 postings and responses (Task 2)

On successful completion you will be able to:

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

### Assignment 2

Due: **9th April**

Weighting: **40%**

**Families project based on the** analysis of selected topic(s) focusing on Families Images and the Role of the Media

(2000 words)

On successful completion you will be able to:

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 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.
- 7. To engage in active and critical reflective practice about working with diverse families.

## Assignment 3

Due: **15th May**

Weighting: **40%**

### Families project - research project outlined

On successful completion you will be able to:

- 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.
- 5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- 7. To engage in active and critical reflective practice about working with diverse families.

## Delivery and Resources

- This unit consists of **10 Learning Modules or topics**, presented each week which form the basis for class discussions. Details for each Module are provided later in this unit outline. There are **3 assessment components** based on Learning Module postings, a major essay, and a paper on working with families in early childhood settings.
- One of the aims of this unit is to promote **collaborative learning** and identification of links between everyday, personal life experiences and the more formal perspectives that you will come across in the set readings. The primary aim is to “bring to life” academic concepts of “family”. Students are therefore strongly encouraged to participate actively in seminars and on-line discussions, each of which will focus on a key topic.
- In order for students to make sense of **personal and professional perspectives** and experiences in a manner that will contribute to their learning on this unit, it is essential that these be **expressed in the context of unit readings**. Expression of personal perspectives is welcomed in the unit and should enhance students’ learning, provided

that they are interpreted in the light of information contained in the set readings. For this reason, you are strongly advised to keep up with the readings, most of which you should find interesting and thought provoking.

## 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](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](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](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/](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](http://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](http://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](http://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

### 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

- 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.
- 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

- Assignment 1
- Assignment 2
- Assignment 3

### 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**

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 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**

- Assignment 1
- Assignment 2
- Assignment 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**

- 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.
- 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**

- Assignment 1

- Assignment 2
- Assignment 3

## 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

- 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.

### Assessment tasks

- Assignment 2
- Assignment 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

- 2. To reflect on personal experiences and how these shape perspectives.
- 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.

### Assessment task

- Assignment 1

## 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 outcome**

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

### **Assessment task**

- Assignment 1