



# ECED820

## Families in Context

S1 Day 2016

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Fay Hadley

[fay.hadley@mq.edu.au](mailto:fay.hadley@mq.edu.au)

Contact via [fay.hadley@mq.edu.au](mailto:fay.hadley@mq.edu.au)

Credit points

4

Prerequisites

Admission to MTeach(Birth to Five Years) or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd or GradCertEChild

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:

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 explore the online environment and contribute effectively and respectfully.

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

## Assessment Tasks

Name	Weighting	Due
<a href="#">Assign 1</a>	20%	13th March and 22nd May
<a href="#">Assign 2</a>	40%	17th April
<a href="#">Assign 3</a>	40%	9th June

### Assign 1

Due: **13th March and 22nd May**

Weighting: **20%**

On line communication and postings

On successful completion you will be able to:

- 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: **17th April**

Weighting: **40%**

**Major Essay 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:

- 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: **9th June**

Weighting: **40%**

Philosophy paper - reflections on working with families

(2000 words)

On successful completion you will be able to:

- 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 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:

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

### To learn about APA referencing and academic writing

Perrin, R. (2011). *Pocket guide to APA style* (5th ed). Boston, USA: Wadsworth Cengage Learning.

### Recommended additional textbooks

- Australian context

Bowes, J., Grace, R., & Hodge, K. (Eds.) (2012). *Children, families and communities. Contexts and consequences*. (4th Edn), South Melbourne: Oxford University Press.

## Unit Schedule

Week	Lecture topic/Lecturer	Tutor	Readings
Week 1 Feb 29	Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley lecture)	<b>NO TUTE</b>	Giele (2011) Cassells et al (2013)
Week 2 March 7	Media Portrayal of families (Fay Hadley lecture) <b>Assignment #1: Task 1 due 13<sup>th</sup> March by 11.59pm</b>	Fay	Döring et al (2016). Rush, E. (2011).
Week 3 March 14	Research and study of families: Multi-disciplinary perspectives (Fay Hadley lecture)	<b>NO TUTE</b>	Dai & Wang(2015) Taylor (2006)
Week 4 March 21	Families with members with disabilities (Kathy Cologon guest lecture)	Fay	Goodley & Tregaskis, (2006) Bachraz & Grace (2009).
Week 5 March 28 <b>(Easter Mon)</b>	Family formation from Assisted Reproduction Technologies (Dr Frances Gibson guest lecture)	<b>NO TUTE</b>	Benagiano et al (2012) Hammarberg et al (2008)
Week 6 April 4	Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBT) (Kathy Cloughessy guest lecture)	Fay	Skattebol & Ferfolja (2007) Rawsthorne (2010)
<b>April 11 – April 22 Mid semester break</b> <b>11<sup>th</sup> April on campus for externals (if numbers sufficient)</b> <b>Assignment #2: Major essay on role of media due 17<sup>th</sup> April by 11.59pm</b>			
Week 7 April 25	Indigenous perspectives – kinship ties (online module to complete)	<b>NO TUTE (ANZAC DAY)</b>	Closing the gap (2015) Walter & Hewitt (2012)

Week 8 27 <sup>th</sup> April	Recent arrivals: children from immigrant and refugee backgrounds (Dr Katey De Gioia – guest lecture)	Fay	De Gioia (2009) Williams (2010)
Week 9 May 9	Children from families identified as ‘at risk’: Divorce, Remarriage, Single-Parent families, Isolated families from metropolitan and rural/regional areas (Fay Hadley lecture)	<b>NO TUTE</b>	Baxter et al (2011) McArthur & Thomson (2011)
Week 10 May 16	What next? Where to from here in terms of researching with families (Fay Hadley lecture) <b>Assignment #1: Task 2 due 22 May by 11.59pm</b>	Fay	Pascal & Bertram (2012)
Week 11 May 23	Developing a philosophical approach to working with families in EC settings (Fay Hadley lecture)	<b>No TUTE</b>	Waniganayake et al (2012)
Week 12 May 30	Developing a philosophical approach to working with families in EC settings (no recorded lecture)	Fay	
Week 13 June 6	<b>No TUTE or LECTURE – time to work on your assessment</b> <b>Assignment #3: Paper on Working with families due 9<sup>th</sup> June 11.59pm</b>	<b>No TUTE</b>	

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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>.

## 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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## 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**

- 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 - 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 1
- Assign 2



- 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 2
- Assign 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

- 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 - 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 - 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