



ECH 326

Children, Families and Communities in a Diverse Society

S2 Day 2019

Department of Educational Studies

Contents

| | |
|---------------------------------------|----|
| <u>General Information</u> | 2 |
| <u>Learning Outcomes</u> | 3 |
| <u>General Assessment Information</u> | 3 |
| <u>Assessment Tasks</u> | 7 |
| <u>Delivery and Resources</u> | 9 |
| <u>Unit Schedule</u> | 14 |
| <u>Policies and Procedures</u> | 16 |
| <u>Graduate Capabilities</u> | 18 |

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

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Credit points

3

Prerequisites

39cp at 100 level or above

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. Develop an understanding of the broad theoretical approaches to the study of children and families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
2. Identify the importance of understanding children and families within particular social, linguistic and cultural contexts, and demonstrate sensitivity to diverse perspectives, abilities and cultural ways of knowing.
3. Have a detailed knowledge of contemporary issues concerning children and families, including such things as divorce, the role of the extended family, poverty, child abuse and neglect, substitute care and community violence.
4. Develop an understanding of the unique learning requirements of children from a range of backgrounds and consider how best to accommodate this within different learning environments.
5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.
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.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format

- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the

same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to ethical practices and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

| Grade | Descriptor |
|---------------------------------|---|
| HD (High Distinction) | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline. |
| D (Distinction) | Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience. |
| Cr (Credit) | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. |
| P (Pass). | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes |
| F (Fail) | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline. |

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Disruption to Studies

The following link takes you to the **Disruption to Studies** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|--------------|
| 1. Service Folder for Families | 40% | No | 27th August |
| Family Case Study | 60% | No | 10th October |

1. Service Folder for Families

Due: **27th August**

Weighting: **40%**

Part A: Resource Folder

Collect information about five services that provide support to the particular family type you have chosen for assignment 1 &2. You may choose services that are in a particular demographic area or you may look at services that are state or nationally run. Provide a one page overview for each service (5 pages). This includes a rationale for the selection of each service. **Your 6th page is an integrated critique of the strengths and weaknesses of the services.**

Part B: Case Study – rationale and interview questions

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 a list of interview questions. You need to identify a family type from a diverse background, e.g new immigrant/refugee to Australia (less than 5 years in Australia); single mother household; a family living in a rural/remote area; in a same-sex relationship; and draft a set of interview questions that you will use when you interview the family you have identified. The rationale is three to four paragraphs in total and should demonstrate an understanding of the family type as well as a brief overview of whom you plan to include in your case study and why. When deciding how many questions to include it is important to keep in mind your interview should be kept to a maximum length of about 30 minutes (this equates to approximately 10 to 15 questions depending on the level of detail).

While you are free to choose what questions you wish to explore you will need to ensure the following areas are addressed:

- 1) Demographic characteristics of the family (ie., socioeconomic level, age, education, employment, cultural group, family size)
- 2) Specific challenges that the family faces (i.e., what are some of the social forces that the family had to confront and accommodate?)
- 3) Protective factors (eg access to **informal support networks** such as friendship groups, extended family members and **formal support services** such as GP, Child Health Maternal

Clinic, Migrant Resource Centre, Single Parent Family Association)

4) Relationship with their educational service (i.e., Do carers/teachers view families in a positive/negative way? How 'inclusive' is the educational setting? Do they feel they belong?)

5) Strengths of the family

While you are not required to include a great deal of reference material in this part of your assignment you will need to have completed a significant amount of your readings and review of the literature to ensure the questions you develop are appropriate and suitable for attaining the type of information you will need for the family type when writing up your case study.

YOU ARE NOT PERMITTED TO CONDUCT THE INTERVIEW UNTIL YOUR INTERVIEW QUESTIONS HAVE BEEN MARKED AND RETURNED

On successful completion you will be able to:

- 1. Develop an understanding of the broad theoretical approaches to the study of children and families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Identify the importance of understanding children and families within particular social, linguistic and cultural contexts, and demonstrate sensitivity to diverse perspectives, abilities and cultural ways of knowing.
- 3. Have a detailed knowledge of contemporary issues concerning children and families, including such things as divorce, the role of the extended family, poverty, child abuse and neglect, substitute care and community violence.
- 4. Develop an understanding of the unique learning requirements of children from a range of backgrounds and consider how best to accommodate this within different learning environments.
- 5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.

Family Case Study

Due: **10th October**

Weighting: **60%**

Using your questions from assignment 1, Part B conduct an interview with your target family identified in assignment 1. You must obtain the participants consent by having them sign and agree to the research (**use information consent letter that is on iLearn**) Use the interview data in combination with relevant research to write up a detailed case study on the family. In writing up your case study it is important that you provide a critique of the research literature and draw on your interview data to either support or argue against theoretical arguments and ideas. In writing-up your case study you need to ensure that you (**maintain confidentiality, do not**

provide surnames or identify where they live) and address the following six key areas (as outlined in Assessment 1):

- 1) Demographic characteristics of the family
- 2) Specific challenges that the family faces
- 3) Protective factors (access to informal support networks and formal support services)
- 4) Relationship with their early childhood educational service
- 5) Strengths of the family

On successful completion you will be able to:

- 3. Have a detailed knowledge of contemporary issues concerning children and families, including such things as divorce, the role of the extended family, poverty, child abuse and neglect, substitute care and community violence.
- 4. Develop an understanding of the unique learning requirements of children from a range of backgrounds and consider how best to accommodate this within different learning environments.
- 5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.
- 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.

Delivery and Resources

Required and recommended texts and/or materials

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of UNIT ECH326.

Prescribed Texts:

The following is available from the University Cooperative Bookshop and it is **essential** for this unit.

Grace, R., Hodge, K., & McMahon, C. (2017). *Children, families and communities: Contexts and consequences*. (5th Edition) Melbourne: Oxford University Press.

The book is an edited collection of up-to-date chapters written about many of the themes in this

unit. It was first developed as a direct result of the need for a reference book with Australian content for this unit and other courses about family and community contexts that influence children in their development.

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning.

Recommended Reading, References and Resources.

Further Professional reading and references:

Australian Family and Society Abstracts

This is a collection of articles and conference papers collected by the Australian Institute of Family Studies in Melbourne. It is available on OZLINE, accessible via the Internet, and on AUSTROM, a CD-ROM available in Macquarie University Library.

Other databases of references relevant to this unit are:

| | |
|------------------------|--|
| ERIC | A collection of education references |
| Sociology of Education | A collection of sociology references |
| PsycINFO | A collection of psychology references. |
| AUSTHealth | A collection of references on health issues in Australia, including child and family wellbeing |
| ATSIhealth | A collection of references on indigenous issues including information about Aboriginal children and families |
| Expanded Academic ASAP | Multi-subject indexing (social science, humanities, arts economics), abstract and full-text database |
| Family | Produced by Australian Institute of Family Studies |

Additional suggestions:

Australian Institute of Family Studies (2013). *Family Facts and Figures*. Retrieved from: <http://www.aifs.gov.au/institute/info/charts/familystructure/index.html>

Baxter, J., Hayes, A., & Gray, M. (2011). *Families in Rural, Regional and Remote Australia*. Melbourne: Australian Institute of Family Studies. Available at <http://www.aifs.gov.au/institute/pubs/factsheets/2011/fs201103.html>

Cassells, R., Toohey, M., Keegan, M., & Mohanty, I. (2013). *Modern Family: The changing shape of Australian families*, AMP.NATSEM Income and Wealth Report Issue 34, October.

Closing the gap. Priminister's 2017 report.

Cloughessy, K. & Waniganayake. M. (2013). Early childhood educators working with children who have lesbian, gay, bisexual and transgender parents: what does the literature tell us? *Early Child Development and Care*. DOI: 10.1080/03004430.2013.862529

De Gioia, K. (2015). Immigrant and refugee mothers' experiences of the transition into childcare: a case study. *European Early Childhood Education Research Journal*, 23(5), 662-672. doi:

10.1080/1350293X.2014.970854

Dempsey, D. (2013). *Same-sex parented families in Australia*. CFCA Paper, No.18

Fadul, J. A. (2008). The development of the concept of death in children: new insights to children's learning process. *The International Journal of Learning*, 15, 123-129.

Holland, J. (2008). How schools can support children who experience loss and death. *British Journal of Guidance and Counselling*, 36, 411-424.

Lamont, A. (2011). Children in care. National Child Protection Clearinghouse Resource Sheet. Melbourne: Australian Institute of Family Studies.

McArthur, M. & Thomson, L. (2011). Families views on a coordinated family support service. *Family Matters*, 89, pp. 71- 81. Retrieved 16 Jan from: <http://www.aifs.gov.au/institute/pubs/fm2011/fm89/fm89h.html>

Moore, T., McArthur, M., & Noble-Carr, D. (2008). Stuff you'd never think of. Children talk about homelessness and how they'd like to be supported. *Family Matters*, 78, 36-43.

Robinson, E. (2009). Sole-parent families: Different needs or a need for different perceptions? *Family Matters*, 82, 47-51.

*Sammons, P., Hall, J., Smees, R., Goff, J., Sylva, K., Smith, T., Evangelou, M., Eisenstadt, N., & Smith, G. (2015). *The impact of children's centres: studying the effects of children's centres in promoting better outcomes for young children and their families. Evaluation of Children's Centres in England (ECCE, Strand 4) Research report*. UK: University of Oxford

Wise, S. (2013). *Improving the early life outcomes of Indigenous children: implementing early childhood development at the local level*. Issues paper no.6 produced for Closing the Gap Clearinghouse.

Key Australian website references:

Australian Centre for Grief and Bereavement <http://www.grief.org.au>

Australian Early Development Census <http://www.aedc.gov.au/>

Australian Human Rights Commission (Same sex entitlements) http://www.humanrights.gov.au/human_rights/samesex/index.html

The Australian Institute of Family Studies: Child Family Community Australia (CFCA) <https://aifs.gov.au/cfca/>

The Australian Institute of Family Studies <https://aifs.gov.au/publications>

The Australian Institute of Aboriginal and Torres Strait Islander Studies <http://www.aiatsis.gov.au>

Grandparents as Parents <http://www.grandparentsasparents.com.au/>

Homelessness in Australia www.homelessnessaustralia.org.au/

Making Multicultural Society for the 21st Century <http://www.multiculturalaustralia.edu.au/>

National Child Protection Clearinghouse publications <http://www.aifs.gov.au/nch/pubs.html>

The Human Rights and Equal Opportunities Commission web site has some useful articles. <http://www.hreoc.gov.au>

The NSW Commission for children and young people web site. <http://www.kids.nsw.gov.au/>

Reconciliation Australia <http://www.shareourpride.org.au/>

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Australian Professional Standards for Teachers

The framework of the Australian Professional Standards for Teachers, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference point to describe, recognise, and support the complex and varied nature of teachers' work. The Standards describe what teachers need to know, understand and be able to do, as well as providing direction and structure to support the preparation and development of students.

For more information see: www.teacherstandards.aitsl.edu.au/

The *Australian Professional Standards for Teachers* addressed in UNIT ECH326 are:

- Standard 1: Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5)
- Standard 2: Know the content and how to teach it (2.1, 2.4)
- Standard 3: Plan for and implement effective teaching and learning (3.7)
- Standard 4: Create and maintain supportive and safe learning environments (4.1)
- Standard 7: Engage professionally with colleagues, parents/carers and the community (7.3, 7.4)

ACECQA Standards

The Australian Children's Education and Care Quality Authority standards addressed in UNIT ECH326 are:

- Learning, development and care
- Social and emotional development
- Diversity, difference and inclusivity
- Socially inclusive practice
- Culture, diversity and inclusion
- Aboriginal and Torres Strait Islander perspective
- Multicultural education
- Developing family and community partnerships

- Research and advocacy

Internal Delivery:

This unit is taught weekly with a 1 hr lecture and 2 hour tutorial. This includes weekly readings prior to attending the lecture and tutorial. Copies of the lecture slides are available from the University's *iLearn* website for UNIT ECH326.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs.

External Delivery

This unit has a weekly 1 hr lecture. This includes weekly readings prior to listening to the lecture. Copies of the lecture slides are available from the University's *iLearn* website for UNIT ECH326.

Students are required to participate in group discussions online (in iLearn) during the semester and attend and participate two on campus days (23rd and 24th September).

On campus sessions: Monday 23 September and Tuesday 24 September - overview of the days

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Day One: Monday 23 September

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|---------------|--|
| 9:00 – 10:00 | Children, Families and Communities: Interconnections, Risk, Resilience in Children and Families and historical contexts (week 1) |
| 10:00 – 11:00 | Family Functioning: The Family as a System (week 2) |
| 11:00 – 11:30 | Break |
| 11.30 – 1:00 | Cultural Diversity Amongst Australian Families (week 3) |
| 1:00 – 2.00 | Lunch |
| 2:00 - 4.00 | Indigenous Families and Community Connections (week 4) |
| 4pm onwards | Library time |

Day Two: Tuesday 24 September

| | |
|-----------------|---|
| 9:00 –10:00 | Family Isolation: Rural, Remote and Other Isolated Families (week 5) |
| 10 -11:00 | Families of Children with Special Needs: Issues of Family and Community (week 6) |
| 11-11.30 | Break |
| 11.30-1.00 | Out-of-Home Care of Children – state care, grandparent, kinship care (week 7) |
| 1:00 – 2.00 | Lunch |
| 2:00 – 3:30 | Community Violence and International Conflict: The impact on Children and Families (week 8 & only based on reading as lecture not recorded before oncampus) |
| 3:30 onwards | Library Time |

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECH326

| Wk | Date | Lecture | Lecturer | Readings |
|----|------|---------|----------|----------|
|----|------|---------|----------|----------|

| | | | | |
|--|---------------------|---|--------------------------------------|---|
| Part 1: Approaches to the Study of Families and Communities | | | | |
| 1 | July 29 | Children, Families and Communities: Interconnections, Risk, Resilience in Children and Families and historical contexts | Dr Fay Hadley | Grace, Hayes & Wise (2017). Chapter 1 pp.3-25 Brennan & Adamson (2017). Chapter 14 pp. 318-336 |
| 2 | August 5 | Family Functioning: The Family as a System | Ms Sanobia Palkhiwala (pre-recorded) | McMahon & Camberis (2017). Chapter 6 pp.119-143. |
| Part 2: Family Diversity and Educational Implications | | | | |
| 3 | August 12 | Cultural Diversity Amongst Australian Families | Dr Fay Hadley | Lawrence, Brooker, & Dobbs (2017). Chapter 5 pp. 95-116 |
| 4 | August 19 | Indigenous Families and Community Connections | Online Module – see iLearn | Grace, Burns & Menzies (2017). Chapter 13 pp.292-311 |
| Part 3: Family and Community Interconnections, Stressors and Supports | | | | |
| 5 | August 26 | Family Isolation: Rural, Remote and Other Isolated Families | Ms Sanobia Palkhiwala (pre-recorded) | Camberis & McMahon (2017). Chapter 7 pp 144-159 |
| ASSESSMENT 1 DUE 27th August | | | | |
| 6 | Sept 2 | Families of Children with Special Needs: Issues of Family and Community | Ms Katie Wright | Grace & Barton (2017). Chapter 3 pp. 53-75 |
| 7 | Sept 9 | Out-of-Home Care of Children – state care, grandparent, kinship care | Ms Katie Wright | Cashmore, J. (2017). Chapter 12 pp.267-284 |
| On-Campus Session for External Students: 23rd and 24th September | | | | |
| 8 | September 30 | Community Violence and International Conflict: The impact on Children and Families | Ms Sanobia Palkhiwala (pre-recorded) | Cologon & Hayden (2017). Chapter 15 pp. 337-357 |
| 9 | October 8 | No lecture or classes – assignment 2 due Thurs 10th October | | |
| ASSESSMENT 2 DUE 10th October | | | | |

WEEK 10-12 ECHP325 PRAC – NO CLASSES OR LECTURES

OCTOBER 14TH – NOVEMBER 1ST

Part 4: Resource Systems: Connecting children, families and communities

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|----|-------|---|---------------|--|
| 13 | Nov 4 | Key Policies: Implications for Teachers, Children, Families and Communities | Dr Fay Hadley | Murray & Harrison (2017). Chapter 8 pp. 169-194 Grace, Cashmore, Scott & Hayes (2017). Chapter 16 pp. 358-382 |
|----|-------|---|---------------|--|

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

External Students

- The on-campus sessions on 23rd and 24th September are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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

If you are a Global MBA student contact globalmba.support@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/.

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

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. Develop an understanding of the broad theoretical approaches to the study of children and families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Identify the importance of understanding children and families within particular social, linguistic and cultural contexts, and demonstrate sensitivity to diverse perspectives, abilities and cultural ways of knowing.
- 3. Have a detailed knowledge of contemporary issues concerning children and families, including such things as divorce, the role of the extended family, poverty, child abuse and neglect, substitute care and community violence.
- 4. Develop an understanding of the unique learning requirements of children from a range of backgrounds and consider how best to accommodate this within different learning environments.
- 5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.

Assessment tasks

- 1. Service Folder for Families
- Family Case Study

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. Develop an understanding of the broad theoretical approaches to the study of children and families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Identify the importance of understanding children and families within particular social, linguistic and cultural contexts, and demonstrate sensitivity to diverse perspectives, abilities and cultural ways of knowing.
- 3. Have a detailed knowledge of contemporary issues concerning children and families,

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

- 4. Develop an understanding of the unique learning requirements of children from a range of backgrounds and consider how best to accommodate this within different learning environments.
- 5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.
- 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

- 1. Service Folder for Families
- Family Case Study

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

- 5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.
- 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

- 1. Service Folder for Families
- Family Case Study

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 5. Identify and evaluate the range of formal and informal supports available to families with young children as well as factors that enhance connections between families and schools/childcare centres/preschools.
- 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

- 1. Service Folder for Families
- Family Case Study

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

- 1. Develop an understanding of the broad theoretical approaches to the study of children and families, including ecological theory, family systems theory, life cycle approaches, and theories of risk and resilience.
- 2. Identify the importance of understanding children and families within particular social, linguistic and cultural contexts, and demonstrate sensitivity to diverse perspectives,

abilities and cultural ways of knowing.

- 3. Have a detailed knowledge of contemporary issues concerning children and families, including such things as divorce, the role of the extended family, poverty, child abuse and neglect, substitute care and community violence.
- 4. Develop an understanding of the unique learning requirements of children from a range of backgrounds and consider how best to accommodate this within different learning environments.
- 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

- 1. Service Folder for Families