



ECED720

Families in Context

S1 External 2019

Department of Educational Studies

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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

Contact via 9850 9833 or email

29WW384

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.

General Assessment Information

Assessment Presentation & 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.

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](https://eStudent.mq.edu.au). For more information visit ask.mq.edu.au.

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.

Criteria for awarding grades in the unit

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. |

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|-------------------------------------|-----------|--------|-------------------------|
| <u>Assignment 1</u> | 20% | No | 18th March and 20th May |
| <u>Assignment 2</u> | 40% | No | 23rd April |

| Name | Weighting | Hurdle | Due |
|---------------------|-----------|--------|----------|
| <u>Assignment 3</u> | 40% | No | 6th June |

Assignment 1

Due: **18th March and 20th May**

Weighting: **20%**

Task 1: On-Line participation

This task requires you to participate in the **Unit iLearn private mail** and discussion forum to assist in building your confidence with the on-line learning systems. **By 18th March you will need to:**

1. Find out and use effectively your username and password to access the ECED 820 iLearn site.
2. Explore iLearn and understand how to access the recorded lectures (through the ECHO block).
3. Download the unit outline (from iLearn) and read it. Any questions about the unit outline should be posted in the discussion titled "Questions about the unit outline".
4. Make yourself familiar with the information about this unit in iLearn. In particular read all information in the assessment section so you understand the university policy on plagiarism.
5. Make one contribution to the iLearn Discussion tagged as "Who am I?" Each student is to post a brief note of 500 words or less about themselves and their interest in exploring families.
6. Send an email by 6th March to Fay Hadley through ***iLearn Dialogue: Private communications with your tutor or other students*** telling her that you have successfully gained access to the iLearn system, have worked out how to listen to the recorded lectures in echo, have downloaded and read the unit outline, have made yourself familiar with iLearn and have completed the discussion task "Who am I". **Do not send** this to my university email.

Criteria for assessment:

1. Effective use of Unit webpage and discussion board
2. Email to Fay via iLearn dialogue
3. Ability to contribute to online discussion posting "Who am I" with professionalism and clarity

Task 2: On-Line discussions Due 20th May

The on-line discussions for each module will form an important part of students' developing understandings and critical interpretation of key readings for each Learning Module. Students should see the Discussions as an opportunity to express responses to readings, ideas and questions that arise during the course of the unit, as well as receiving feedback from other students enrolled in the unit.

On-line postings are individual in nature and might, for example, offer engaging points of discussion or useful insights/alternative perspectives on focus topics. The structure and content of your posting will depend on the point(s) that you wish to make and your purpose (i.e., whether you are seeking other students' thoughts/feedback, or wanting to offer relevant personal experiences, etc.). Postings should also provide comments/thoughts on set readings - NOT a summary of content.

Students must select 5 postings and 5 responses and compile into one word assignment. Students will need to show clearly which module the post relates to and which module and discussion post the response relates to (this may require students to screen shot the iLearn page). This is to be submitted through turnitin.

Posting Guidelines

In order for on-line discussions to effectively contribute to students' learning on the unit, the following *guidelines* should be considered:

1. Each posting can be between 100 - 300 words; **but definitely no longer than 500 words.**
2. Postings should reflect students' understanding of topics studied, on the basis of set readings and your other appropriate source. You can respond to the questions posted in the module OR provide your own reflection.
3. If postings include the expression of personal opinions, ideas or perspectives they should, where possible, be supported by relevant literature.
4. Informed answers and/or responses to questions posed, based on course readings which are appropriately referenced.
5. A single question in itself will not be regarded as a sufficient contribution; some background to the comment/question should be provided in order to stimulate further discussion.
6. APA in text referencing should be included when citing or commenting on a reading or citing sourced evidence.

Criteria for assessment:

- Level of participation in discussions – demonstration of engagement with peers by stimulating and adding to ongoing discussions.
- Provided discussion in 5 modules and in the timeframe set.
- Provided 5 responses to other students' posts and in the timeframe set.

- Clarity of written communication.
- Correct APA referencing

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: **23rd April**

Weighting: **40%**

The purpose of this assignment is to investigate family diversity focusing on any one of the modules presented in the unit. Discussion of the family diversity will be informed and sensitive. Analysis of the role of media in portraying family diversity will be outlined and linked to the academic literature on the chosen module. For the assignment, you are required to collect one or more media artefacts that reflect a particular aspect of “family” in contemporary society. These ‘artefacts’ may be a YouTube video or an article from a newspaper or a popular magazine or a collection of 2-3 images of families from one type of media. It should act as a stimulus or focus point for a specific area of discussion based on one of the modules identified in this unit.

Using your readings and studies in this unit, you are required to construct a literature review that could be the basis of a research project. The critical analysis of literature will:

1. Outline the family module, using the media artefacts and other academic literature to discuss the extent to which the media can influence, or reflect, public perceptions of family life.
2. Provide an explicit statement of the significance of the family module being explored and why it should be researched further (identify the gap in the literature).

Clearly identify the topic or Module that your essay is targeting. Ensure that your analysis is constructed with reference to scholarly, evidence-based perspectives presented in your readings.

Assessment Criteria

Your overall mark on this assignment will be based on the following:

- Clear definition of your topic/Module of interest and key arguments presented in your assignment.
- Use of scholarly theories and concepts of family in constructing a critical analysis of

readings used to inform your discussion.

- Explicit statement of why the family topic should be researched.
- Shows understanding of key concepts & there is evidence of original critical thinking.
- A well-constructed analysis in APA style that is linked to your learning in this unit.

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: **6th June**

Weighting: **40%**

Building on assignment 2 the purpose of this assignment is to outline a research project that would investigate the significant family diversity area you argued about in assignment 2.

Using your readings and studies in this unit, you are required to outline a research project that would investigate the significant issue. You will:

1. Provide an overarching aim of your research project – the rationale of your project. This will be developed from your explicit statement of the significance of the family module being explored and why it should be researched from assignment 2.
2. A list of questions to research (2-5)
3. A research methodology outlined, which will include explanation of the method and justification of the data collection tools for the project.
4. An outline of how the data would be analysed (you are not conducting the research).

Ensure that your research project is constructed with reference to scholarly, evidence-based references. This project is not being implemented as a part of this unit or assessment.

Assessment Criteria

Your overall mark on this assignment will be based on the following:

- Use of scholarly theories and concepts of family in constructing a rationale for the project.
- Strong methodology, including and data collection tools and analysis well justified.

- Shows understanding of key concepts of research design.
- A well-constructed analysis in APA style that is linked to your learning in this unit.

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 **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 research paper on the role of media, and a research 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.
- This unit has a full web presence through *iLearn*. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture

note taking to assist your studies. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

- Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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

ECED720: WEEKLY SCHEDULE OF CLASSES

| Week | Lecture topic/Lecturer | Tutor | Readings |
|-------------------|---|----------------|---|
| Week 1 Feb 26 | Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley) | NO TUTE | Giele (2011) Cassells et al (2013) |
| Week 2 March 5 | Research and study of families: Multi-disciplinary perspectives (Fay Hadley) | NO TUTE | Lee & McLanahan (2015) Taylor (2006) |

| | | | |
|---|--|--|--|
| Week 3 March 12 | Media Portrayal of families (Kelly Johnston) | Tutorial 9-4.30pm Katie (week 1-3) | Döring et al (2016). Klocker (2014) Rush, E. (2011). |
| Week 4 March 19 | Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley) Assignment #1: Task 1 due 19th March by 11.59pm <i>Online zoom chat for external students Tues 20th 7-8pm (checking in and assignment 2)</i> | NO TUTE | DeGioa (2015) Williams (2010) |
| Week 5 March 26 | Families with members with disabilities (Katie Wright) | NO TUTE | Bachraz & Grace (2009) Goodley & Tregaskis (2006) Silverman et al (2010) |
| Week 6 April 2 | Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBT) (Kathy Clougessy) | NO TUTE | Cloughessy & Waniganayake (2013) Rawsthorne (2010) |
| Week 7 April 9 | Indigenous perspectives – kinship ties (online module to complete) | Tutorial 9-4.30pm Fay (week 4-7) | Closing the gap (2015) Walter & Hewitt (2012) |
| April 16 – April 27 Mid semester break <i>Online zoom chat for external students Mon 23th 7-8pm (checking in and assignment 3)</i> Assignment #2: Major research paper on role of media due 22nd April by 11.59pm | | | |
| Week 8 April 30 | Family formation from Assisted Reproduction Technologies (Caitlin Macmillan) | No TUTE | Benagiano et al (2012) Hammarberg et al (2008) Hammarberg (2013) |
| Week 9 May 7 | Children from families identified as 'at risk': Divorce, Remarriage, Single-Parent families, Isolated families from metropolitan and rural/regional areas (Fay Hadley) | NO TUTE | Baxter et al (2011) McArthur & Thomson (2011) |

| | | | |
|-------------------|--|--|---|
| Week 10 May 14 | What next? Where to from here in terms of researching with families (Fay Hadley) | Tutorial 9-4.30pm Katie (week 8-10) | Pascal & Bertram (2012) Sammons et al (2015) |
| Week 11 May 21 | Developing a philosophical approach to working with families in EC settings (Fay Hadley) Assignment #1: Task 2 due 20th May by 11.59pm | Tutorial Fri 9-4.30pm Fay (week 11-13) | Waniganayake et al (2012) |
| Week 12 May 28 | Wrap up – reflections and lessons learnt (Fay Hadley) | No TUTE | TBC |
| Week 13 June 4 | Assignment #3: Research Paper on Working with families due 7th June 11.59pm | No TUTE | |
| | | | |

Classes are held 29 Wallys Wlk - 041 Faculty Tute Rm

Attendance at tutorials (as indicated above) is compulsory for all internal students. To be eligible for an overall passing grade students must attend these classes.

Internal students prepare for classes/modules by reading the prescribed readings identified for the modules BEFORE coming to the scheduled class and by listening to the lectures on Echo. In this way, you can engage in discussions in an informed way. Students can also read further on topics that interest them from the recommended list of readings in each module. For external students I recommend you work through the the modules each week, this includes listening to the lecture, completing both readings and responding to the questions. A description of each Learning Module topic and required readings is provided in this Unit Outline. A number of readings are recommended to complement each topic. However, all topics are inter-related and students are likely to find it useful throughout studies on this unit to revisit readings from previous topics and/or dip into readings required for future topics. All lectures are pre-recorded and will be available through Echo.

IMPORTANT: Assessment # 2 requires you to analyse two media articles on a topic related to 'family'. You are therefore encouraged to take note of stories/articles that might appear in the media during the first half of the unit.

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>). 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](#) (<http://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

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

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

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