



ECHX8200

Families in Context

Session 1, Online-flexible 2022

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Co convenor

Katie Wright

katie.wright@mq.edu.au

Contact via Dialogue

N/A

please email via dialogue and to arrange a time

Convenor

Fay Hadley

fay.hadley@mq.edu.au

Contact via dialogue through iLearn

29WW384

please contact Katie Wright for all consultations

Credit points

10

Prerequisites

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 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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

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:

- ULO1:** Explore diverse contexts in and perspectives on ways in which families function.
- ULO2:** Reflect on personal experiences and how these shape perspectives.
- ULO3:** Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- ULO4:** Highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- ULO5:** Consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- ULO6:** Explore the online environment and contribute effectively and respectfully.
- ULO7:** Engage in active and critical reflective practice about working with diverse families

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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.

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

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.

Note: If you fail a unit with a professional experience component, the fail grade will be on your

transcript irrespective of the timing of the placement.

Withdrawing from this 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.

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 an early childhood centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	20%	No	Task 1: 23.59 11/03/2022 Task 2: 23.59 20/05/2022
Assessment 2	40%	No	23.59 22/04/2022
Assessment 3	40%	No	23.59 02/06/2022

Assessment 1

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 20 hours

Due: **Task 1: 23.59 11/03/2022 Task 2: 23.59 20/05/2022**

Weighting: **20%**

Online participation and discussions (200 words per post)

On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Reflect on personal experiences and how these shape perspectives.
- Highlight and critically analyse a range of social, cultural and political perspectives/

influences on family life.

- Explore the online environment and contribute effectively and respectfully.
- Engage in active and critical reflective practice about working with diverse families

Assessment 2

Assessment Type ¹: Essay

Indicative Time on Task ²: 35 hours

Due: **23.59 22/04/2022**

Weighting: **40%**

Analysis of selected family topic (2000 words)

On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- Highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- Engage in active and critical reflective practice about working with diverse families

Assessment 3

Assessment Type ¹: Report

Indicative Time on Task ²: 35 hours

Due: **23.59 02/06/2022**

Weighting: **40%**

Philosophy paper (2000 words)

On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Reflect on personal experiences and how these shape perspectives.
- Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- Consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

- Engage in active and critical reflective practice about working with diverse families

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts 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

Grace, R., & Hodge, K., & McMahon, C. (Eds.) (2016). Children, families and communities. (5th Edn), South Melbourne: Oxford University Press.

Information about the unit iLearn site

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 there, 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.

Lectures Weekly lectures are available on the web through the ECHO360 lecture component or zoom. 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.

Support resources Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

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.

Structure The unit comprises lectures and online tasks. Students are expected to base their arguments/ discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn. Students are required to participate in online discussions, complete their weekly online tasks and to read the weekly material.

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECHX8200

Week/ Date	Lecture topic/ Lecturer	Online tutorial	Readings
Week 1 Feb 21	Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley)	Online zoom tutorial – welcome and intro	Cassells, R., Toohey, M., Keegan, M., & Mohanty, I. (2013). <i>Modern Family: The changing shape of Australian families</i> , AMP. NATSEM Income and Wealth Report Issue 34, October. Rouse, E. <i>Partnerships in the Early Years</i> . Australia: Oxford University Press. Chapter 3 & 4
Week 2 February 28	Research and study of families: Multi-disciplinary perspectives (Fay Hadley)	Online zoom tutorial for all students Katie	Lee, D., & McLanahan, S. (2015). Family structure transitions and child development: instability, selection, and population heterogeneity. <i>American Sociological Review</i> , 80(4), 738-763. doi: 10.1177/0003122415592129. Brown, A (2019). <i>Respectful research with and about young families. Forging frontiers and methodological considerations</i> . Chapter 1, pp 1-32, Switzerland: Palgrave Macmillan

<p>Week 3 March 7</p> <p>Media Portrayal of families (Katie Wright)</p> <p>Assignment #1: Task 1 due 11th March by 11.59pm</p>	<p>Online zoom tutorial for all students</p> <p>Katie</p>	<p>Döring, N., Reif, A., & Poeschl, S. (2016). How gender stereotypical are selfies? A content analysis and comparison with magazine adverts. <i>Computers in Human Behavior</i>, 55, 955–962. DOI: http://dx.doi.org/10.1016/j.chb.2015.10.001</p> <p>Klocker, N. (2014). Ethnic diversity within Australian homes: Has television caught up to social reality? <i>Journal of Intercultural Studies</i>, 35 (1), 34-52.</p>
<p>Week 4 March 14</p> <p>Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley)</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>Hadley, F., & Rouse, E. (2021). Educator Partnerships with Parents and Families with a Focus on the Early Years. In <i>Oxford Bibliographies in Education</i>. Ed. Anne Hynds. New York: Oxford University Press. DOI: 10.1093/OBO/9780199756810-0272</p> <p>Whyte, K.L. & Karabon, A. (2016). Transforming teacher–family relationships: Shifting roles and perceptions of home visits through the Funds of Knowledge approach. <i>Early Years</i>, 36(2), 207-221, DOI: 10.1080/09575146.2016.1139546</p>
<p>Week 5 March 21</p> <p>Families with members who experience disability (Katie Wright)</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>Anderson, J. & Boyle, C. (2019) Looking in the mirror: reflecting on 25 years of inclusive education in Australia, <i>International Journal of Inclusive Education</i>, 23(7-8), 796-810 doi: 10.1080/13603116.2019.1622802</p> <p>Cologon, K. (2020). Is inclusive education really for everyone? Family stories of children and young people labelled with ‘severe and multiple’ or ‘profound’ disabilities. <i>Research Papers in Education</i>. doi.org/10.1080/02671522.2020.1849372</p> <p>Stevens, L. & Wurf, G. (2020) Perceptions of inclusive education: A mixed methods investigation of parental attitudes in three Australian primary schools, <i>International Journal of Inclusive Education</i>, 24 (4), 351-365: 10.1080/13603116.2018.1464068</p>
<p>Week 6 March 28</p> <p>Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBTQI) (Katie Wright)</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>Cloughessy, K. & Waniganayake. M. (2019). Lesbian parents’ perceptions of children’s picture books featuring same-sex parented families. <i>Early Years</i>, 39(2), p. 118-131.</p> <p>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? <i>Early Child Development and Care</i>. DOI: 10.1080/03004430.2013.862529</p>
<p>Week 7 April 4</p> <p>Indigenous perspectives – kinship ties (online module to complete)</p> <p>Assignment #2: Analysis of selected family topic due 22nd April by 11.59pm</p>	<p>NO TUTE</p>	<p>Australian Government (2021). <i>Closing the Gap: Commonwealth implementation plan</i>. Canberra: Commonwealth of Australia. see: Commonwealth Closing the Gap Implementation Plan (niaa.gov.au)</p> <p>Sinclair, K. (2021). Disrupting normalised discourses: ways of knowing, being and doing cultural competence. <i>The Australian Journal of Indigenous Education</i>, 50(1), pp.203-211. DOI: https://doi.org/10.1017/ije.2018.23</p>

<p>April 11 – April 22</p> <p>Mid semester break</p>			
<p>Week 8 April 25</p>	<p>Children from families identified as 'at risk'</p> <p>(Fay Hadley)</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>OECD. (2019). <i>Changing the Odds for Vulnerable Children: Building Opportunities and Resilience</i>, OECD Publishing, Paris. https://www.oecd.org/social/changing-the-odds-for-vulnerable-children-a2e8796c-en.htm</p> <p>Roberts, W. (2017). Trust, empathy and time: Relationship building with families experiencing vulnerability and disadvantage in early childhood education and care services <i>Australasian Journal of Early Childhood</i>, 42 (4), p. 4-12</p>
<p>Week 9 May 2</p>	<p>Working with children and families who have experienced trauma</p> <p>(Katie Wright)</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>Dym Bartlett, J., and Smith, S. (2019). The role of early care and education in addressing early childhood trauma. <i>American Journal of Community Psychology</i>, 64(3-4), p 359-372. DOI 10.1002/ajcp.12380</p> <p>Youjung L., Blitz, L.V. and Srnka, M. (2015). Trauma and resiliency in grandparent-headed multigenerational families. <i>Families in Society</i>, 96(2), p116-124. DOI: 10.1606/1044-3894.2015.96.13</p>
<p>Week 10 May 9</p>	<p>Developing a philosophical approach to working with families in educational settings</p> <p>(Katie Wright)</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>Rouse, E. & Hadley, F. (2018). Where did love and care get lost? Educators and parents' perceptions of early childhood practice. <i>International Journal of Early Years Education</i>. 26(2), p. 159-172.</p> <p>Waniganayake, M. Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). <i>Leadership. Contexts and complexities in early childhood education</i>. Chapter 11, pp. 202-221. Melbourne, Oxford University Press.</p>
<p>Week 11 May 16</p>	<p>What next? Where to from here in terms of researching with families</p> <p>(Fay Hadley)</p> <p>Assignment #1: Task 2 due 20th May by 11.59pm</p>	<p>Online zoom tutorial (optional)</p> <p>Katie</p>	<p>Brown, A (2019). <i>Respectful research with and about young families. Forging frontiers and methodological considerations</i>. Chapter 4, pp 111-148, Switzerland: Palgrave Macmillan.</p> <p>Parson, L. (2019). Considering positionality: The ethics of conducting research with marginalized groups. In K. Strunk and L. Locke (Eds.). <i>Research methods for social justice and equity in education</i> (15-32). Palgrave Macmillan.</p> <p>Sammons, P., Hall, J., Smees, R., Goff, J., Sylva, K., Smith, T., Evangelou, M., Eisenstadt, N. and Smith, G. (2015). <i>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</i>. UK: University of Oxford. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485346/DFE-RR495_Evaluation_of_children_s_centres_in_England_the_impact_of_children_s_centres.pdf</p>

Week 12	No LECTURES	No TUTES
May 23	Assignment #3:	
Week 13	Philosophy Paper on Working with families due 2 nd June 11.59pm	

All students engage with the content weekly which includes listening to the lecture, completing the prescribed readings and responding to the questions and post in the blog. Engagement with the online zoom sessions is expected. Students can also read further on topics that interest them from the recommended list of readings in each module. 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 recorded and will be available through Echo360.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials or completing blogs.
- Students are expected to listen/attend weekly lectures before completing tasks or completing blogs.
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

Workload In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

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 [Note: Please do not email staff from any email account other than your uni email account.]
- 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/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

The 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Responsive - all modules - cover all family types. This allows you to think about the various ways we can build responsive relationships with families in our educational settings.

Ready to learn - the essay is set to challenge your thinking and how stereotypes are perpetuated.

Research engaged - the philosophy assessment provides opportunity to engage with the research. One of your modules is also on researching with families and the ethical considerations that need to be thought through. This module also provides opportunities to analyse who is missing in the research on working with families - what are the gaps/who is silenced and what does that mean for educational settings?