ECHE3260
Working with Families, Communities and Other Professionals in Education Settings
Session 1, Online-scheduled-weekday 2022
Macquarie School of Education

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## General Information

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<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td><strong>Convenor</strong></td>
<td>Fay Hadley</td>
</tr>
<tr>
<td><strong><a href="mailto:fay.hadley@mq.edu.au">fay.hadley@mq.edu.au</a></strong></td>
<td></td>
</tr>
<tr>
<td>Contact via 98509833</td>
<td></td>
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<tr>
<td>29WW384</td>
<td></td>
</tr>
<tr>
<td>please contact Vivi for all consultations</td>
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</tbody>
</table>

| Tutor                             |  |
|-----------------------------------|  |
| **Viviana Botero-Lopez**          |  |
| **viviana.botero-lopez@mq.edu.au**|  |
| book via iLearn dialogue          |  |

<table>
<thead>
<tr>
<th>Credit points</th>
<th></th>
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<tbody>
<tr>
<td>10</td>
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| Prerequisites                    |  |
|----------------------------------|  |
| 130cp at 1000 level or above    |  |

<table>
<thead>
<tr>
<th>Corequisites</th>
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| Co-badged status                |  |
|----------------------------------|  |
|                                  |  |

<table>
<thead>
<tr>
<th>Unit description</th>
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<tr>
<td>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. Teacher Education Students will develop skills in constructing inclusive educational experiences for diverse children and their families by understanding how to work with other professional colleagues.</td>
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## 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](https://www.mq.edu.au/study/calendar-of-dates)

## Learning Outcomes

On successful completion of this unit, you will be able to:
ULO1: 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.

ULO2: 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.

ULO3: 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.

ULO4: 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.

ULO5: 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.

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.


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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>HD (High Distinction)</td>
<td>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.</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>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.</td>
</tr>
<tr>
<td>Cr (Credit)</td>
<td>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.</td>
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## Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tbody>
<tr>
<td>Service Folder for Families</td>
<td>40%</td>
<td>No</td>
<td>17th March 11.59pm</td>
</tr>
<tr>
<td>Case study report</td>
<td>60%</td>
<td>No</td>
<td>Part A - 5th May 11.59pm, Part B - 2nd June 11.59pm</td>
</tr>
</tbody>
</table>

### Service Folder for Families

Assessment Type 1: Field work task  
Indicative Time on Task 2: 40 hours  
Due: **17th March 11.59pm**  
Weighting: 40%

Selection of services and questions for family interview (8 pages)

On successful completion you will be able to:

- 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.

• 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.

• 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.

• 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.

Case study report

Assessment Type 1: Report
Indicative Time on Task 2: 60 hours
Due: Part A - 5th May 11.59pm, Part B - 2nd June 11.59pm
Weighting: 60%

Family case study (2500-3000 words)

On successful completion you will be able to:

• 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.

• 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.

• 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.

• 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.

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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.
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 and/or materials**

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

**Prescribed Texts:**


**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:**


**Key Australian website references:**

Australian Centre for Grief and Bereavement [http://www.grief.org.au](http://www.grief.org.au)


The Australian Institute of Aboriginal and Torres Strait Islander Studies [http://www.aiatsis.gov.au](http://www.aiatsis.gov.au)


Homelessness in Australia [www.homelessnessaustralia.org.au](http://www.homelessnessaustralia.org.au)


**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 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 all students 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.

**Lectures**

Weekly lectures are available on the web through the ECHO360 lecture component. There are no ‘live’ lectures. PowerPoint slides are available in the Active Learning Tool in ECHO360. You need to listen and engage with all lectures.

**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**

For students enrolled in weekday offering the unit comprises a one-hour lecture and a 1.5 hour tutorial. For students enrolled in infrequent offering the unit comprises a one-hour lecture and a 1.5 hour zoom tutorial weekly. All students also have weekly online tasks to be completed.

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. The prescribed readings for each week are available through Leganto - see ilearn. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. 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 and in iLearn. The weekly program for the course with the accompanying readings/ preparation is available in this unit guide.

**Unit Schedule**

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECHE3260
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Module Topic</th>
<th>Lecturer</th>
<th>Readings - available through Leganto - see ILearn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Approaches to the Study of Families and Communities</strong></td>
<td></td>
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<tr>
<td><strong>Part 2: Family Diversity and Educational Implications</strong></td>
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</table>
Assessment 1 due Wed 17th March 11.59pm |
| **Part 3: Family and Community Interconnections, Stressors and Supports** |
Unit guide ECHE3260 Working with Families, Communities and Other Professionals in Education Settings

7. April 4
EDST3020 Professional Experience Placement - NO CLASSES or LECTURES for ECHE3260

Mid semester April 11 - April 22
Complete interview with family by the end of semester break

8. April 25
Community Violence and impacts on Children and Families
Dr Catherine Jones

9. May 2
Out-of-Home Care of Children – state care, grandparent, kinship care
Dr Loraine Fordham

Assessment 2 Part A Interview Annotation due Wed 5th May 11.59pm

10-12. May 9 – May 27
EDST3020 PE Placement NO CLASSES or LECTURES

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

13. May 30
Key Policies: Implications for Teachers, Children, Families and Communities
Assoc Prof Fay Hadley

Assessment 2, Part B Case Study due Fri 2nd June 11.59pm

All lectures are recorded and available online through ECHO360. Students are expected to listen to the lecture and complete the online task (outlined in ilearn for each week) before attending the tutorial.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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

https://unitguides.mq.edu.au/unit_offerings/152906/unit_guide/print
Students seeking more policy resources can visit Student 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) 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, (e.g. 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.

**Attendance**

All tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials 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 ACECQA requirements]. Attendance 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 and engage with 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/](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.

Changes from Previous Offering

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:

Reflexive - by interviewing a family you will explore and challenge your own views.

Responsive - in your case study the final section of the assessment asks you to outline implications for the educational setting based on what you found out about the family you interviewed.

Research engaged - you will engage with the research literature to inform the questions you will ask in the interview with the family, as well as draw on contemporary research in the write up of the case study.