



ECHE3260

Working with Families, Communities and Other Professionals in Education Settings

Session 1, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	13
<u>Changes from Previous Offering</u>	16

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

Convenor

Fay Hadley

fay.hadley@mq.edu.au

Contact via 98509833

29WW384

please contact Vivi for all consultations

Tutor

Viviana Botero-Lopez

viviana.botero-lopez@mq.edu.au

book via iLearn dialogue

Credit points

10

Prerequisites

130cp at 1000 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. 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.

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: 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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Service Folder for Families	40%	No	17th March 11.59pm
Case study report	60%	No	Part A - 5th May 11.59pm, Part B - 2nd June 11.59pm

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.

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 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:

Rouse, E (2020). *Partnerships in the Early Years*. Australia: Oxford University Press.

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:

Brown, A (2019). *Respectful research with and about young families. Forging frontiers and methodological considerations*. Switzerland: Palgrave Macmillan.

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.

Chen, A., & Ritchie, J. (2016). Parents, participation, partnership: Problematizing New Zealand early childhood education. *Contemporary Issues in Early Childhood*, 17(3) 289–303, DOI: 10.1177/1463949116660954

Closing the Gap Report 2020: The annual report to Parliament on progress in Closing the Gap. see: <https://ctgreport.niaa.gov.au/>

Cloughessy, K. & Waniganayake. M. (2019). Lesbian parents' perceptions of children's picture books featuring same-sex parented families. *Early Years*, 39(2), p. 118-131.

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*. CFCFA Paper, No.18

Dym Bartlett, J., and Smith, S. (2019). The role of early care and education in addressing early childhood trauma. *American Journal of Community Psychology*, 64(3-4), p 359-372. DOI 10.1002/ajcp.12380

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

Klocker, N. (2014). Ethnic diversity within Australian homes: Has television caught up to social reality? *Journal of Intercultural Studies*, 35 (1), 34-52.

Leske, R., Sarmardin, D., Woods, A., & Thorpe, K. (2015). What works and why? Early childhood professionals' perspectives on effective early childhood education and care services for Indigenous families. *Australasian Journal of Early Childhood*, 40(2), 109-118.

OECD. (2019). *Changing the Odds for Vulnerable Children: Building Opportunities and Resilience*, OECD Publishing, Paris. <https://www.oecd.org/social/changing-the-odds-for-vulnerable-children-a2e8796c-en.htm>

Parson, L. (2019). Considering positionality: The ethics of conducting research with marginalized groups. In K. Strunk and L. Locke (Eds.). *Research methods for social justice and equity in education* (15-32). Palgrave Macmillan.

Roberts, W. (2017). Trust, empathy and time: Relationship building with families experiencing vulnerability and disadvantage in early childhood education and care services *Australasian Journal of Early Childhood*, 42 (4), p. 4-12

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.

Youjung L., Blitz, L.V. and Srnka, M. (2015). Trauma and resiliency in grandparent-headed

multigenerational families. *Families in Society*, 96(2), p116-124. DOI: 10.1606/1044-3894.2015.96.13

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.org.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/>

Closing the Gap Report 2020: The annual report to Parliament on progress in Closing the Gap. see: <https://ctgreport.niaa.gov.au/>

Leske, R., Sarmardin, D., Woods, A., & Thorpe, K. (2015). What works and why? Early childhood professionals' perspectives on effective early childhood education and care services for Indigenous families. *Australasian Journal of Early Childhood*, 40(2), 109-118.

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

Week/ Date	Module Topic	Lecturer	Readings - available through Leganto - see iLearn
Part 1: Approaches to the Study of Families and Communities			
1. Feb 21	Children, Families and Communities: Interconnections, Risk, Resilience in Children and Families	Assoc Prof Fay Hadley	Rouse, E. (2020). <i>Partnerships in the Early Years</i> . Australia: Oxford University Press: Chapters 2 & 4
2. Feb 28	Research and study of families: Multi-disciplinary perspectives and Family Systems theory	Assoc Prof Fay Hadley	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. 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. Rouse, E. (2020). <i>Partnerships in the Early Years</i> . Australia: Oxford University Press: Chapters 1 & 3
Part 2: Family Diversity and Educational Implications			
3. March 7	Indigenous Families and Community Connections	Online Module – see iLearn	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) 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/jie.2018.23
4. March 14	Cultural Diversity Amongst Australian Families	Assoc Prof Fay Hadley	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 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 Assessment 1 due Wed 17th March 11.59pm
5. March 21	Families of Children with Disabilities: Issues of Family and Community	Dr Loraine Fordham	Cologon, K. (2016). "What is disability? It depends whose shoes you are wearing": Parent understandings of the concept of disability. <i>Disability Studies Quarterly</i> , 36(1), 1-20
Part 3: Family and Community Interconnections, Stressors and Supports			
6. March 28	Family Isolation: Rural, Remote and Other Isolated Families	Assoc Prof Fay Hadley	Camberis & McMahon (2017). Challenging Contexts for Contemporary Australian Families. In R. Grace, K. Hodge, & C. McMahon (Eds). <i>Children, families and communities: Contexts and consequences</i> . (5th Edition) (pp.144-159). Melbourne: Oxford University Press. Rouse, E. (2020). <i>Partnerships in the Early Years</i> . Australia: Oxford University Press: Chapter 6

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	<p>Dym Bartlett, J., & 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. & 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>
9. May 2	Out-of-Home Care of Children – state care, grandparent, kinship care	Dr Loraine Fordham	<p>Cashmore, J. (2017). Child Protection and Out-of-Home Care. In R. Grace, K. Hodge, & C. McMahon (Eds). <i>Children, families and communities: Contexts and consequences</i>. (5th Edition) (pp.267-284). Melbourne: Oxford University Press.</p> <p>Australian Institute of Family Studies (2020). <i>Mandatory reporting of child abuse and neglect. CFCA Resource Sheet June 2020</i>. See: https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect</p> <p>Assessment 2 Part A Interview Annotation due Wed 5th May 11.59pm</p>
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	<p>Rouse, E. (2020). <i>Partnerships in the Early Years</i>. Australia: Oxford University Press: Chapter 10 & 12</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>Assessment 2, Part B Case Study due Fri 2nd June 11.59pm</p>

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 \(https://policies.mq.edu.au\)](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](#).

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/>

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.