ECHE3260
Working with Families, Communities and Other Professionals in Education Settings
Session 1, Online-scheduled-weekday 2023

Macquarie School of Education

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https://unitguides.mq.edu.au/unit_offerings/156486/unit_guide/print
General Information

Unit convenor and teaching staff
c-co-convenor
Fay Hadley
please contact Katie Wright as she is the main convenor
please contact Katie Wright for all consultations

Unit convenor
Katie Wright
katie.wright@mq.edu.au
Contact via iLearn

Tutor
Meg Liang
meg.liang@mq.edu.au
Contact via iLearn

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.

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.

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.

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

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
• Please format assessments using 12-point font and 1.5 spacing.

• All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

• Students can use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

• Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

• Word limits are strictly applied. Work above the word limit will not be marked.

• All assessments are marked using a rubric.

• Marking of all assessments is moderated by the Unit Convenor.

• Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

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

**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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
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</thead>
<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>
</tbody>
</table>
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Folder for Families</td>
<td>40%</td>
<td>No</td>
<td>Part A 23.55 12/03/2023; Part B 23.55 01/06/2023</td>
</tr>
<tr>
<td>Case study report</td>
<td>60%</td>
<td>No</td>
<td>23.55 01/05/2023</td>
</tr>
</tbody>
</table>

Service Folder for Families

Assessment Type: Field work task
Indicative Time on Task: 40 hours
Due: Part A 23.55 12/03/2023; Part B 23.55 01/06/2023
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: Report
Indicative Time on Task: 60 hours
Due: 23.55 01/05/2023
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.

• 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.

• 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.
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)

**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.

**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 https://ilearn.mq.edu.au/login/index.php. You will need to enter your student username and password.

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

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally’s Walk

**Structure**

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2023/ in the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site

## 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>
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</table>

https://unitguides.mq.edu.au/unit_offerings/156486/unit_guide/print
### Part 2: Family Diversity and Educational Implications

<table>
<thead>
<tr>
<th>3. March 6</th>
<th>Families of Children with Disabilities: Issues of Family and Community</th>
<th>Dr Loraine Fordham</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cologon, K. (2016).</strong> &quot;What is disability? It depends whose shoes you are wearing&quot;: Parent understandings of the concept of disability. <em>Disability Studies Quarterly</em>, 36(1), 1-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rouse, E. (2020).</strong> <em>Partnerships in the Early Years</em>. Oxford University Press: <strong>Chapter 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Task 1A due Sunday 12th March 23.55</strong></td>
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<table>
<thead>
<tr>
<th>4. March 13</th>
<th>Cultural Diversity Amongst Australian Families</th>
<th>Assoc Prof Fay Hadley</th>
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<table>
<thead>
<tr>
<th>5. March 20</th>
<th>Indigenous Families and Community Connections</th>
<th>Online Module – see iLearn</th>
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### Part 3: Family and Community Interconnections, Stressors and Supports

| 6. March 2: EDST3020 Professional Experience Placement - NO CLASSES or LECTURES for ECHE3260 |

<table>
<thead>
<tr>
<th>7. April 3</th>
<th>Family Isolation: Rural, Remote and Other Isolated Families</th>
<th>Assoc Prof Fay Hadley</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rouse, E. (2020).</strong> <em>Partnerships in the Early Years</em>. Oxford University Press: <strong>Chapter 6</strong></td>
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</tbody>
</table>

**Mid semester April 10- April 21**

Complete interview with family by the end of semester break

<table>
<thead>
<tr>
<th>8. April 24</th>
<th>Community Violence and impacts on Children and Families</th>
<th>Dr Catherine Jones</th>
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<thead>
<tr>
<th>9. May 1</th>
<th>Out-of-Home Care of Children – state care, grandparent, kinship care</th>
<th>Dr Loraine Fordham</th>
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<tbody>
<tr>
<td><strong>Assessment 2 due Monday 1st May 23.55</strong></td>
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</table>

10-12. May 8 – May 26: EDST3020 PE Placement NO CLASSES or LECTURES
Part 4: Resource Systems: Connecting children, families and communities

<table>
<thead>
<tr>
<th>13. May 29</th>
<th>Key Policies: Implications for Teachers, Children, Families and Communities</th>
<th>Assoc Prof Fay Hadley</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment Task 1B due Thursday 1st June 23.55</td>
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</table>

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
- 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). 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](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

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/2023/

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

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 Advocacy provides independent advice on MQ policies, procedures, and processes

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/
When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](https://unitguides.mq.edu.au/unit_offerings/156486/unit_guide/print#5Rs_Framework).

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.