ECHX8200

Families in Context

Session 1, Online-flexible 2023

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Convenor
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Contact via Dialogue
29WW262
please email via dialogue and to arrange a time

Co-convenor
Fay Hadley
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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

- 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.

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 course progression.

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
Assessment 1	20%	No	Task A 23:55, 10/03/2023 Task B 23:55, 19/05/2023
Assessment 2	40%	No	23:55, 21/04/2023
Assessment 3	40%	No	23:55, 02/06/2023

Assessment 1

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 20 hours
Due: **Task A 23:55, 10/03/2023 Task B 23:55, 19/05/2023**
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: **23:55, 21/04/2023**
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: **23:55, 02/06/2023**
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

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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.

[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.

Recommended additional textbooks

• Australian context

Grace, R., & Bowes, J., & Woodrow, C. (Eds.) (2022). Children, families and communities. (6th 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. 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 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

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

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. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn.

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECHE8200

Week/ Date	Lecture topic/ Lecturer	Online tutorial	Readings
Week 1 Feb 20	Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley)	***no tutorials***	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. Rouse, E. *Partnerships in the Early Years*. Australia: Oxford University Press. Chapter 4 Sheppard, P., & Snopkowski, K. (2021). Behavioral Ecology of the Family: Harnessing Theory to Better Understand Variation in Human Families. *Social Sciences,10*(275). https://doi.org/10.3390/socsci10070275

Week 2 February 27	Research and study of families: Multi-disciplinary perspectives (Fay Hadley)	*tutorial for all students* **Katie**	Brown, A (2019). *Respectful research with and about young families. Forging frontiers and methodological considerations*. Chapter 1, pp 1-32, Palgrove Macmillan Lee, D., & McLanahan, S. (2015). Family structure transitions and child development: instability, selection, and population heterogeneity. American *Sociological Review*, 80(4), 738-763. doi: 10.1177/0003122415592129. Lehrer, J., Van Laere, K., Hadley, F., & Rouse, E. (2023). Introduction: Why we need to move beyond instrumentalization when discussing families and early childhood education and care. In J. Lehrer, K. Van Laere, F. Hadley & Rouse, E. (Eds.). *Relationships with families in early childhood education and care: Beyond instrumentalization in international contexts of diversity and social inequality* (pp.1-13). Routledge
Week 3 March 6 **Assignment #1: Task 1 due 10th March by 23:55**	Media Portrayal of families (Katie Wright)	*no tutorials* **Katie**	Döring, N., Reif, A., & Poeschl, S. (2016). How gender stereotypical are selfies? A content analysis and comparison with magazine adverts. *Computers in Human Behavior,* 55, 955–962. DOI: http://dx.doi.org/10.1016/j.chb.2015.10.001 Klocker, N. (2014). Ethnic diversity within Australian homes: Has television caught up to social reality? *Journal of Intercultural Studies*, 35 (1), 34-52.
Week 4 March 13	Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley)	*tutorial for all students* **Katie**	Hadley, F., & Rouse, E. (2021). Educator Partnerships with Parents and Families with a Focus on the Early Years. In *Oxford Bibliographies in Education*. Ed. Anne Hynds. Oxford University Press. DOI: 10.1093/OBO/9780199756810-0272 Van Laere, K., Sharmahad, N., & Lambert, L. (2023). Parents as first educators at Elmer Childcare Centres: A human-centred story of respect, inclusiona d shared responsibilties. In J. Lehrer, K. Van Laere, F. Hadley & Rouse, E. (Eds.). *Relationships with families in early childhood education and care: Beyond instrumentalization in international contexts of diversity and social inequality* (pp.163-171). Routledge Whyte, K.L. & Karabon, A. (2016). Transforming teacher–family relationships: Shifting roles and perceptions of home visits through the Funds of Knowledge approach. *Early Years*, 36(2), 207-221, DOI: 10.1080/09575146.2016.1139546
Week 5 March 20	Families with members who experience disability (Katie Wright)	*no tutorials* **Katie**	Anderson, J. & Boyle, C. (2019) Looking in the mirror: reflecting on 25 years of inclusive education in Australia, *International Journal of Inclusive Education*, 23(7-8), 796-810 doi: 10.1080/13603116.2019.1622802 Cologon, K. (2020). Is inclusive education really for everyone? Family stories of children and young people labelled with 'severe and multiple' or 'profound' disabilities. *Research Papers in Education.* doi.org/10.1080/02671522.2020.1849372 Stevens, L. & Wurf, G. (2020) Perceptions of inclusive education: A mixed methods investigation of parental attitudes in three Australian primary schools*, International Journal of Inclusive Education*, 24 (4), 351-365: 10.1080/13603116.2018.1464068
Week 6 March 27	Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBTQI) (Katie Wright)	*tutorial for all students* **Katie**	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. Liang, M., & Cohrssen, C. (2020). Towards creating inclusive environments for LGBTIQ-parented families in early childhood education and care settings: A review of the literature. *Australasian Journal of Early Childhood, 45*(1), p. 43-55. DOI: 10.1177/1836939119885304

Week 7 April 3	Indigenous perspectives – kinship ties (online module to complete)	**no tutorials**	Australian Government (2022). *Closing the Gap: Annual report 2022.* Canberra: Commonwealth of Australia. see: https://www.niaa.gov.au/sites/default/files/publications/niaa-closing-the-gap-annual-report-2022.pdf Sinclair, K. (2021). Disrupting normalised discourses: ways of knowing, being and doing cultural competence. *The Australian Journal of Indigenous Education,* 50(1), pp.203-211. DOI: https://doi.org/10.1017/jie.2018.23

April 10 – April 21

Mid semester break

Assignment #2: Analysis of selected family topic due 21st April by 23.55

Week 8 April 24	Community Violence and impacts on children and families Fay Hadley	***tutorial for all students*** **Katie**	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 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
Week 9 May 1	Working with children and families who have experienced trauma (Katie Wright)	***no tutorials*** **Katie**	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 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
Week 10 May 8	Developing a philosophical approach to working with families in educational settings (Katie Wright)	***tutorial for all students*** **Katie**	Lehrer, J., Hadley, F., Rouse, E., Van Laere, K., Blanch Gelabert, S., & Ward, U. (2023). Conclusion: A conversation about insights related to democratic relationships with families. In J. Lehrer, K. Van Laere, F. Hadley & Rouse, E. (Eds.). *Relationships with families in early childhood education and care: Beyond instrumentalization in international contexts of diversity and social inequality* (pp.185-195). Routledge Rouse, E. & Hadley, F. (2018). Where did love and care get lost? Educators and parents' perceptions of early childhood practice. *International Journal of Early Years Education*. 26(2), p. 159-172. Waniganayake, M. Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2017). *Leadership. Contexts and complexities in early childhood education*. Chapter 11, pp. 202-221. Oxford University Press.
Week 11 May 15	Out-of-Home Care of Children – state care, grandparent, kinship care **Assignment #1: Task 2 due 19th May by 23.55**	***no tutorials***	Cashmore, J. (2017). Child Protection and Out-of-Home Care. In R. Grace, K. Hodge, & C. McMahon (Eds). *Children, families and communities: Contexts and consequences.* (5th Edition) (pp.267-284). Oxford University Press. Australian Institute of Family Studies (2020). *Mandatory reporting of child abuse and neglect. CFCA Resource Sheet June 2020.* See: https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect

| Week 12
May 22 | What next? Where to from here in terms of researching with families

(Fay Hadley) | *tutorial for all students*

Katie | Brown, A (2019*). Respectful research with and about young families. Forging frontiers and methodological considerations.* Chapter 4, pp 111-148, Palgrove Macmillan.

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.

Sammons, P., Hall, J., Smees, R., Goff, J., Sylva, K., Smith, T., Evangelou, M., Eisenstadt, N. and 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. 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 |
| Week 13
May 29 | **Assignment #3: Philosophy Paper on Working with families due 2nd June 23.55** | *no tutorials or lectures* | no readings |

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). 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

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.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

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/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.

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?