ECHE3260

Working with Families, Communities and Other Professionals in Education Settings

Session 1, Online-scheduled-weekday 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff
Unit Convenor
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katie.wright@mq.edu.au
Contact via Contact via iLearn

Co-convenor
Fay Hadley
fay.hadley@mq.edu.au
Contact via Please contact Katie Wright for all consultations

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

**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

More detailed information about assessment tasks is provided on your iLearn site including the rubric / marking scheme, and detailed instructions.

- 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 clear marking scheme or 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 (PEx) 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.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

<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>
<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>Name</td>
<td>Weighting</td>
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<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Service Folder for Families</td>
<td>40%</td>
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<tr>
<td>Case study report</td>
<td>60%</td>
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</tbody>
</table>

**Assessment Tasks**

**Service Folder for Families**

Assessment Type: Case study/analysis  
Indicative Time on Task: 35 hours  
Due: 23:55 18/03/2024  
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: 23:55 29/04/2023
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.

• 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.
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 text**

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

*Prescribed Texts:*


**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 students enrolled in online mode especially 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.

PowerPoint slides are available in *iLearn* in advance of the weekly lecture.

**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](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
Structure
The unit structure can be found in the university timetable [https://timetables.mq.edu.au/2024/](https://timetables.mq.edu.au/2024/) 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 below.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>ECHE3260 Module Topic</th>
<th>Lecturer</th>
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<tbody>
<tr>
<td>2024</td>
<td></td>
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<tr>
<td>Part 1: Approaches to the Study of Families and Communities</td>
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<tr>
<td>1. Feb 19</td>
<td>Research and study of families: Multi-disciplinary perspectives and Family Systems theory</td>
<td>Assoc Prof Fay Hadley</td>
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<tr>
<td>Part 2: Family Diversity and Educational Implications</td>
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<tr>
<td>2. Feb 26</td>
<td>Children with parents who identify as LGBTQI +</td>
<td>Meg Liang</td>
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<tr>
<td>3. March 4</td>
<td>Families of Children with Disabilities: Issues of Family and Community</td>
<td>Dr Loraine Fordham</td>
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<tr>
<td>4. March 11</td>
<td>Cultural Diversity Amongst Australian Families</td>
<td>Assoc Prof Fay Hadley</td>
</tr>
<tr>
<td>5. March 18</td>
<td>Indigenous Families and Community Connections</td>
<td>Online Module – see iLearn</td>
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<tr>
<td></td>
<td></td>
<td>Assessment Task 1 due 23:55 18/03/24</td>
</tr>
<tr>
<td>Part 3: Family and Community Interconnections, Stressors and Supports</td>
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</tr>
<tr>
<td>6. March 26</td>
<td>Family Isolation: Rural, Remote and Other Isolated Families</td>
<td>Assoc Prof Fay Hadley</td>
</tr>
<tr>
<td>7. April 1</td>
<td>Community Violence and impacts on Children and Families</td>
<td>Dr Catherine Jones</td>
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</tbody>
</table>

Log a request: [help.mq.edu.au](http://help.mq.edu.au).

On Campus: Ground floor at 18 Wally’s Walk
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

https://unitguides.mq.edu.au/unit_offerings/163168/unit_guide/print 9
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.

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.

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

Attendance for undergraduate units
See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/2024/

Activities completed during weekly tutorials DAY or ONLINE mode 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.

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

Fail Rule
This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of
admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

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.

Unit information based on version 2024.03 of the Handbook