ECHE8200
Families in Context
Session 1, Online-scheduled-weekday 2024
Macquarie School of Education

Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>General Assessment Information</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>5</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>7</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>8</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>9</td>
</tr>
<tr>
<td>5Rs Framework</td>
<td>12</td>
</tr>
</tbody>
</table>
# General Information

**Unit convenor and teaching staff**

**Convenor**
Katie Wright  
katie.wright@mq.edu.au
Contact via iLearn dialogue
Contact via iLearn dialogue to arrange consultation

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

**Credit points**
10

**Prerequisites**
Admission to MTeach(0-5) or MEChild or MEd or MEdLead or MIndigenousEd or GradDipIndigenousEd or MSpecEd or GradCertEChild or GradCertEdS

**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 family values in the 21st century. Drawing on a variety of resources, including diverse 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 contemporary experiences and practices of families and children in Australia and abroad.

---

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at [https://www.mq.edu.au/study/calendar-of-dates](https://www.mq.edu.au/study/calendar-of-dates)

## Learning Outcomes

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

**ULO1**: 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

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>
</tr>
</thead>
<tbody>
<tr>
<td>HD</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</td>
<td>Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.</td>
</tr>
<tr>
<td>Cr</td>
<td>Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.</td>
</tr>
<tr>
<td>P</td>
<td>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.</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>Assessment 1</td>
<td>20%</td>
<td>No</td>
<td>23:55 30/05/2024</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>40%</td>
<td>No</td>
<td>23:55 28/03/2024</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>40%</td>
<td>No</td>
<td>23:55 24/04/2024</td>
</tr>
</tbody>
</table>

### Assessment 1

**Assessment Type**: Participatory task  
**Indicative Time on Task**: 20 hours  
**Due**: 23:55 30/05/2024  
**Weighting**: 20%

Online participation and discussions. 1000 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.
- 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 28/03/2024
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 24/04/2024
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
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**

There is no set textbook for the unit. You will have weekly readings and some additional readings recommended.

**Recommended additional textbook**


**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 INFQ or online mode are 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. 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.

**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.
Unit guide ECHE8200 Families in Context

Ph: 9850 4357 or 1800 67 4357
Log a request: 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://students.mq.edu.au/study/enrolling/create-timetable](https://students.mq.edu.au/study/enrolling/create-timetable) 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>Lecture Topic/Lecturer</th>
<th>2024 Tutorial Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the unit</td>
<td>No tutorials</td>
</tr>
<tr>
<td>Feb. 19</td>
<td>Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley)</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Indigenous perspectives – kinship ties (online module to complete)</td>
<td>Tutorial for all students with</td>
</tr>
<tr>
<td>Feb. 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley)</td>
<td>No tutorials</td>
</tr>
<tr>
<td>March 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Families with members who experience disability (Katie Wright)</td>
<td>Tutorial for all students with</td>
</tr>
<tr>
<td>March 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBTQI+)</td>
<td>No tutorials</td>
</tr>
<tr>
<td>March 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://unitguides.mq.edu.au/unit_offerings/163184/unit_guide/print
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Instructor</th>
<th>Tutorial Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Media Portrayal of families</td>
<td>Katie Wright</td>
<td>Tutorial for all students with Katie</td>
</tr>
<tr>
<td>March 26</td>
<td></td>
<td></td>
<td>Assessment 2 due 23:55 28/03/2024</td>
</tr>
<tr>
<td>7</td>
<td>Developing a philosophical approach to working with families in educational settings</td>
<td>Katie Wright</td>
<td>No tutorials</td>
</tr>
<tr>
<td>April 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Research and study of families: Multi-disciplinary perspectives</td>
<td>Fay Hadley</td>
<td>Tutorial for all students with Katie</td>
</tr>
<tr>
<td>April 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid-semester break April 15th – April 28th 2024</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment 3 due 23:55 24/04/2024</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Community Violence and impacts on children and families</td>
<td>Fay Hadley</td>
<td>No tutorials</td>
</tr>
<tr>
<td>April 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Working with children and families who have experienced trauma</td>
<td>Katie Wright</td>
<td>Tutorial for all students with Katie</td>
</tr>
<tr>
<td>May 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Out-of-Home Care of Children – state care, grandparent, kinship care</td>
<td></td>
<td>No tutorials</td>
</tr>
<tr>
<td>May 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>What next? Where to from here in terms of researching with families</td>
<td>Fay Hadley</td>
<td>Tutorial for all students with Katie</td>
</tr>
<tr>
<td>May 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>No tutorials or lectures</td>
</tr>
<tr>
<td>May 27</td>
<td></td>
<td></td>
<td>Assessment 1 due 23:55 30/5/2024</td>
</tr>
</tbody>
</table>

### 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**
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.

**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
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.

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

https://unitguides.mq.edu.au/unit_offers/163184/unit_guide/print
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:

• 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?

Unit information based on version 2024.02 of the Handbook

https://unitguides.mq.edu.au/unit_offerings/163184/unit_guide/print