ECHE3260

Working with Families, Communities and Other Professionals in Education Settings

Session 1, Online-scheduled-weekday 2025

Macquarie School of Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor, Tutor
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By appointment

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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

General Submission Information

- Please format assessments using 12-point font and 1.5 spacing.
- All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking.
- Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline.
- Students should be careful to 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. 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 contact the unit convenor.
- 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.

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

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: https://policies.mq.edu.au/document/view.php?id=3). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded a '0' for a task, failing an entire unit, or being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

AI Use in this Unit

While AI tools can assist in searching for information and refining writing, assignments in this unit must not include content directly generated by AI or third-party sources. Any information or references obtained from AI or AI-enhanced tools must be independently verified for accuracy and reliability. These tools are known to produce incorrect, false, or incomplete information, and relying on them without proper verification may compromise the quality of your work and, eventually, your learning outcomes.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: https://students.mq.edu.au/study/assessment-exams/special-consideration).

Applications for extensions must be made via Service Connect. 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

Marking

All assessments are marked using a rubric. The marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading System and University Assessment Policy.

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component **and** a pass or higher grade in the academic component. For Professional Experience units, the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEx units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 Service Connect.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via Service Connect before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Assessment Tasks

Name	Weighting	Hurdle	Due
Case study report	50%	No	04/04/2025
Service Folder for Families	50%	No	04/05/2025

Case study report

Assessment Type [1]: Report
Indicative Time on Task [2]: 50 hours
Due: **04/04/2025**
Weighting: **50%**

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.

Service Folder for Families

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 45 hours
Due: **04/05/2025**
Weighting: **50%**

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.

[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

Structure and Resource

This unit is worth 10 credit points, which equates to 150 hours of work; therefore, you should expect to commit an average of 10-12 hours of your time per week to this unit, including all scheduled and unscheduled activities, as well as preparing and executing the assessment tasks.

Weekly lectures and readings

The unit content is framed around a weekly topic. There are pre-recorded lectures and prescribed readings for each week's topic. Each week's lecture and lecture slides will be available to view and download the week before your tutorial. Your face-to-face or online weekly tutorials consolidate and reinforce these topic materials.

Weekly tutorials

Attendance and participation in tutorials is expected. Please ensure that you schedule time to engage with lectures and readings before your tutorial. You are required to bring the thoughts you have taken from your lectures and readings as a basis for tutorial discussions.

Students enrolled in 1.5-hour online tutorials are expected to spend 30 minutes completing tutorial preparation tasks before weekly tutorials. Students enrolled in 2-hour on-campus tutorials will complete these tasks during the tutorials.

Required and Recommended Texts

All readings are freely available via Leganto on the unit iLearn site.

Required texts

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

Recommended texts

See details in weekly iLearn sections.

Information about the Unit iLearn Site

This unit has a full web presence through iLearn. 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 the IT Helpdesk via email at onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

Unit Schedule

Topics to be covered are:

Research and study of families: Multi-disciplinary perspectives and systems theory
Families of children with disabilities: Matters of family and community
Recent arrivals: Children from immigrant and refugee backgrounds
Children with parents who identify as LGBTQ+
Aboriginal and/or Torres Strait Islander Families
Community violence: Impacts on children and families
Working with children in out-of-home care and their carers and families
Working with children and families who have experienced trauma
Key policies: Implications for practitioners, children, families and communities

There will not be lectures or tutorials from Weeks 9 to 13 due to Professional Experience placements.

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/su

pport/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 connect.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 for the Macquarie School of Education apply to this unit.

Academic Progression Policy

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 the offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Attendance and Participation

See the University timetable for information about when classes begin in this unit. Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums are expected as the **Bachelor of Teaching (Early Childhood Education)** and **Bachelor of Arts and Bachelor of Education (Primary) with a Major in Early Childhood Teaching and a Minor in Early Childhood** are professional qualifications. Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on-campus days (INFQ 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 and/or on-campus days is expected and will be recorded. 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 to request a change.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Academic Success

Academic Success 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 the Service Connect Portal, 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:

- 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 impleications for the educaitonal setting based on what you found out about the family you interviewed.
- Research engaged - you will engage with the research literarure 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.

Changes since First Published

Date	Description
18/02/2025	Updates on teaching staff details and minor edits to the topics to be covered in the units.

Unit information based on version 2025.02 of the Handbook