



ECH 326

Children, Families and Communities in a Diverse Society

S2 External 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Fay Hadley

fay.hadley@mq.edu.au

Contact via 9850 9833

WW29 rm 365

Please contact Sanobia as I am on OSP in S2

Convenor

Sanobia Palkhiwala

sanobia.palkhiwala@mq.edu.au

WW29 rm275

Please make an appointment by email, through dialogue on iLearn

Tutor

Catherine Jones

catherine.jones@mq.edu.au

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Tutor

Katie Wright

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Sanobia Palkhiwala

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Credit points

3

Prerequisites

39cp at 100 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.

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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.
7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

General Assessment Information

Extensions and Late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Disruption to Studies

The following link takes you to the **Disruption to Studies** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Academic honesty

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: <http://www.mq.edu.au/policy/index.html>

TURNITIN is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. The system also serves as a digital repository if anything should happen to your hard copy submission or personal backup. Please ensure you have stated your *TURNITIN* receipt number on your coversheet. A link to *TURNITIN* is embedded in iLearn.

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date. Please note:
- Students should regularly save a copy of all assignments before submission,
- Unless there

are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students. • Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to ethical practices and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

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.

[University policy on grading](#)

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central: <http://www.mq.edu.au/policy/index.html>

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. The following descriptive criteria are included for your information.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <http://www.mq.edu.au/policy/docs/grading/policy.html>

The following generic grade descriptors provide university-wide standards for awarding final grades.

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: Numerical marks will NOT be awarded for individual assessment tasks.

In this unit, all tasks will be reported by GRADES.

Marks are only shown for your final reported grade for this Unit.

Appeals against grades

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- a clerical error occurred in the determination of a final grade
- the Unit Guide was not in accordance with the Unit Guide Policy
- due regard was not paid to an illness or misadventure that had been found to be eligible for special consideration
- the student had been disadvantaged in some way due to the conduct of an assessment task
- the student had been disadvantaged by variation of the assessment requirements or feedback provisions laid out in the Unit Guide

- the assessor's judgement was not objectively applied.

Further information regarding the relevant policy and procedures can be found on the University's Policy Central website:

<http://www.mq.edu.au/policy/index.html>

Student Support Services

Student services: Ask MQ ask.mq.edu.au/

Online service for student enquiries and requests: **all** questions/forms can be submitted through this address.

Please use this service for the submission of all requests for special considerations, extensions etc.

Study Skills Support Unit

Assistance is provided through a range of programs for students.

Services include study skills Tutorials and individual consultations, as well as useful online resources. Free academic writing programs are also offered.

http://www.students.mq.edu.au/support/learning_skills

UniWISE: http://www.students.mq.edu.au/support/learning_skills/undergraduate/uniwise

An iLearn resource specifically designed to help Undergraduate students develop their Academic writing and learning skills.

Student Wellbeing

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

Disruption to Study Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. Please see:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Advice for students with disabilities/ health conditions

The Disability Support Unit provides support and assistance to students with a disability/ health condition to enable them to achieve their academic potential. Service provision is tailored to individual need following an interview and the provision of supporting documentation.

Disability Support Unit ph 9850 7497 Email: campuswellbeing@mq.edu.au

In person: Level 2, Lincoln Building (C8A). Website: http://students.mq.edu.au/campus_life/campus_wellbeing_support_services/disability_service/

Students with disability/health condition need to register with Campus Wellbeing through https://ask.mq.edu.au/account/forms/display/wellbeing_registration

and the Advice of Disability/Health Condition form can be downloaded from http://students.mq.edu.au/support/health_and_wellbeing/disability_service/how_to_register/

Word document download link: <http://students.mq.edu.au/public/download.jsp?id=267138>

PDF document download link: <http://students.mq.edu.au/public/download.jsp?id=267008>

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
1. Service Folder for Families	40%	No	23rd August
Family Case Study	60%	No	11th October

1. Service Folder for Families

Due: **23rd August**

Weighting: **40%**

Part A: Resource Folder

Collect information about five services that provide support to the particular family type you have chosen for assignment 1 & 2. You may choose services that are in a particular demographic area or you may look at services that are state or nationally run. Provide a one page overview for each service (5 pages). This includes a rationale for the selection of each service. Your 6th page is an integrated critique of the strengths and weaknesses of the services.

Part B: Case Study – rationale and interview questions

In the first part of this assignment you need to present a rationale for why you have chosen your particular family as well as develop an interview schedule. You need to identify a family type from a diverse background, e.g. new immigrant/refugee to Australia (less than 5 years in Australia); single father household; grandparent who is the primary caregiver; a blended family; in a same-sex relationship; and draft a set of interview questions that you will use when you interview the family you have identified. The rationale is three to four paragraphs in total and should demonstrate an understanding of the family type as well as a brief overview of whom you plan to include in your case study and why. When deciding how many questions to include it is important to keep in mind your interview should be kept to a maximum length of about 30 minutes (this

equates to approximately 10 to 15 questions depending on the level of detail).

While you are free to choose what questions you wish to explore you will need to ensure the following areas are addressed:

- 1) Demographic characteristics of the family (i.e., socioeconomic level, age, education, employment, cultural group, family size)
- 2) Specific challenges that the family faces (i.e., what are some of the social forces that the family had to confront and accommodate?)
- 3) Access to informal support networks (i.e., friendship groups, extended family members) and formal support services (ie GP, Child Health Maternal Clinic, Family Services, Migrant Resource Centre, Single Parent Family Association)
- 4) Relationship with their educational service (i.e., Do carers/teachers view families in a positive/negative way? How 'inclusive' is the educational setting?)
- 5) Strengths of the family

While you are not required to include a great deal of reference material in this part of your assignment you will need to have completed a significant amount of your readings and review of the literature to ensure the questions you develop are appropriate and suitable for attaining the type of information you will need for the family type when writing up your case study.

- What would you say are some of your family strengths?
- Are there any specific challenges your family has had to face?
- At times of stress do you turn to family and friends or more formal support services? Why?
- What formal support services (if any) have you used?
- Have you found these helpful?
- How would you describe your relationship with your child's centre/school?

YOU ARE NOT PERMITTED TO CONDUCT THE INTERVIEW UNTIL YOUR INTERVIEW QUESTIONS HAVE BEEN MARKED AND RETURNED

On successful completion you will be able to:

- 1. 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.
- 2. 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.
- 3. 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.

- 4. 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.
- 5. 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.

Family Case Study

Due: **11th October**

Weighting: **60%**

Using your questions from assignment 1, Part B conduct an interview with a target family from a diverse background. You must obtain the participants consent by having them sign and agree to the research (**use information consent letter that is on iLearn**) Use the interview data in combination with relevant research to write up a detailed case study on the family. In writing up your case study it is important that you provide a critique of the research literature and draw on your interview data to either support or argue against theoretical arguments and ideas. In writing-up your case study you need to ensure that you (**maintain confidentiality**) and address the following six key areas (as outlined in Assessment 1):

- 1) Demographic characteristics of the family
- 2) Specific challenges that the family faces
- 3) Access to informal support networks and formal support services
- 4) Relationship with their early childhood educational service
- 5) Strengths of the family

On successful completion you will be able to:

- 3. 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.
- 4. 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.
- 5. 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.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic

sources.

- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Delivery and Resources

Department Procedures

Attendance for undergraduate units

All tutorials begin in Week 1 of Session. Students who are on placement (Primary students) are expected to catch up on the first 2 weeks of unit content and be in class week 3 (or complete the unit externally).

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.

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.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen to 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.

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 of UNIT ECH326.

Prescribed Texts:

The following is available from the University Cooperative Bookshop and it is **essential** for this unit.

Grace, R., Hodge, K., & McMahon, C. (2017). *Children, families and communities: Contexts and consequences*. (5th Edition) Melbourne: Oxford University Press.

The book is an edited collection of up-to-date chapters written about many of the themes in this unit. It was first developed as a direct result of the need for a reference book with Australian content for this unit and other courses about family and community contexts that influence children in their development.

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning.

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:

Australian Institute of Family Studies (2013). *Family Facts and Figures*. Retrieved from: <http://www.aifs.gov.au/institute/info/charts/familystructure/index.html>

Baxter, J., Hayes, A., & Gray, M. (2011). *Families in Rural, Regional and Remote Australia*. Melbourne: Australian Institute of Family Studies. Available at <http://www.aifs.gov.au/institute/pubs/factssheets/2011/fs201103.html>

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.

Closing the gap. Priminister's 2017 report.

Cloughessy, K. & Waniganayake. M. (2013). Early childhood educators working with children who have lesbian, gay, bisexual and transgender parents: what does the literature tell us? *Early Child Development and Care*. DOI: 10.1080/03004430.2013.862529

De Gioia, K. (2015). Immigrant and refugee mothers' experiences of the transition into childcare:

a case study. *European Early Childhood Education Research Journal*, 23(5), 662-672. doi: 10.1080/1350293X.2014.970854

Dempsey, D. (2013). *Same-sex parented families in Australia*. CFCA Paper, No.18

Fadul, J. A. (2008). The development of the concept of death in children: new insights to children's learning process. *The International Journal of Learning*, 15, 123-129.

Holland, J. (2008). How schools can support children who experience loss and death. *British Journal of Guidance and Counselling*, 36, 411-424.

Lamont, A. (2011). Children in care. National Child Protection Clearinghouse Resource Sheet. Melbourne: Australian Institute of Family Studies.

McArthur, M. & Thomson, L. (2011). Families views on a coordinated family support service. *Family Matters*, 89, pp. 71- 81. Retrieved 16 Jan from: <http://www.aifs.gov.au/institute/pubs/fm2011/fm89/fm89h.html>

Moore, T., McArthur, M., & Noble-Carr, D. (2008). Stuff you'd never think of. Children talk about homelessness and how they'd like to be supported. *Family Matters*, 78, 36-43.

Robinson, E. (2009). Sole-parent families: Different needs or a need for different perceptions? *Family Matters*, 82, 47-51.

*Sammons, P., Hall, J., Smees, R., Goff, J., Sylva, K., Smith, T., Evangelou, M., Eisenstadt, N., & 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

Wise, S. (2013). *Improving the early life outcomes of Indigenous children: implementing early childhood development at the local level*. Issues paper no.6 produced for Closing the Gap Clearinghouse.

Key Australian website references:

Australian Centre for Grief and Bereavement <http://www.grief.org.au>

Australian Early Development Census <http://www.aedc.gov.au/>

Australian Human Rights Commission (Same sex entitlements) http://www.humanrights.gov.au/human_rights/samesex/index.html

The Australian Institute of Family Studies: Child Family Community Australia (CFCA) <https://aifs.gov.au/cfca/>

The Australian Institute of Family Studies <https://aifs.gov.au/publications>

The Australian Institute of Aboriginal and Torres Strait Islander Studies <http://www.aiatsis.gov.au>

Grandparents as Parents <http://www.grandparentsasparents.com.au/>

Homelessness in Australia www.homelessnessaustralia.org.au/

Making Multicultural Society for the 21st Century <http://www.multiculturalaustralia.edu.au/>

National Child Protection Clearinghouse publications <http://www.aifs.org.au/nch/pubs.html>

The Human Rights and Equal Opportunities Commission web site has some useful articles. <http://www.hreoc.gov.au>

The NSW Commission for children and young people web site. <http://www.kids.nsw.gov.au/>

Reconciliation Australia <http://www.shareourpride.org.au/>

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

Australian Professional Standards for Teachers

The framework of the Australian Professional Standards for Teachers, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference point to describe, recognise, and support the complex and varied nature of teachers' work. The Standards describe what teachers need to know, understand and be able to do, as well as providing direction and structure to support the preparation and development of students.

For more information see: www.teacherstandards.aitsl.edu.au/

The *Australian Professional Standards for Teachers* addressed in UNIT ECH326 are:

- Standard 1: Know students and how they learn (1.1, 1.2, 1.3, 1.4, 1.5)
- Standard 2: Know the content and how to teach it (2.1, 2.4)
- Standard 3: Plan for and implement effective teaching and learning (3.7)
- Standard 4: Create and maintain supportive and safe learning environments (4.1)
- Standard 7: Engage professionally with colleagues, parents/carers and the community (7.3, 7.4)

ACECQA Standards

The *Australian Children's Education and Care Quality Authority standards* addressed in UNIT ECH326 are:

- Learning, development and care
- Social and emotional development
- Diversity, difference and inclusivity
- Socially inclusive practice
- Culture, diversity and inclusion
- Aboriginal and Torres Strait Islander perspective
- Multicultural education

- Developing family and community partnerships
- Research and advocacy

Internal Delivery:

This unit is taught weekly with a 1 hr lecture (pre-recorded) and 2 hour tutorial. This includes weekly readings prior to attending the lecture and tutorial. Copies of the lecture slides are available from the University's *iLearn* website for UNIT ECH326.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs.

External Delivery

This unit has a weekly 1 hr lecture (pre-recorded recorded). This includes weekly readings prior to listening to the lecture. Copies of the lecture slides are available from the University's *iLearn* website for UNIT ECH326.

Students are required to participate in group discussions online (in iLearn) during the semester and attend and participate two on campus days (24th and 25th September).

On campus sessions: Monday 24 September and Tuesday 25 September - overview of the days

Day One: Monday 24 September

9:00 – 10:00	Children, Families and Communities: Interconnections, Risk, Resilience in Children and Families and historical contexts (week 1)
10:00 – 11:00	Family Functioning: The Family as a System (week 2)
11:00 – 11:30	Break
11.30 – 1:00	Cultural Diversity Amongst Australian Families (week 3)
1:00 – 2.00	Lunch
2:00 - 3.00	Indigenous Families and Community Connections (week 4)
3.00 – 4:00	Death and Dying: Supporting Children and Families (week 5)
4pm onwards	Library time

Day Two: Tuesday 25 September

9:00 –10:00	Family Isolation: Rural, Remote and Other Isolated Families (week 6)
10 -11:00	Families of Children with Special Needs: Issues of Family and Community (week 7)
11-11.30	Break
11.30-1.00	Out-of-Home Care of Children – state care, grandparent, kinship care (week 8 & only based on reading as lecture not recorded before oncampus)
1:00 – 2.00	Lunch
2:00 – 3:30	Community Violence and International Conflict: The impact on Children and Families (week 9 & only based on reading as lecture not recorded before oncampus)
3:30 – 5:00	Library Time

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECH326

Wk	Date	Lecture	Lecturer	Readings
Part 1: Approaches to the Study of Families and Communities				
1	July 30	Children, Families and Communities: Interconnections, Risk, Resilience in Children and Families and historical contexts	Dr Fay Hadley (pre-recorded)	Grace, Hayes & Wise (2017). Chapter 1 pp.3-25 Brennan & Adamson (2017). Chapter 14 pp. 318-336
2	August 6	Family Functioning: The Family as a System	Ms Sanobia Palkhiwala (pre-recorded)	McMahon & Camberis (2017). Chapter 6 pp.119-143.
Part 2: Family Diversity and Educational Implications				
3	August 13	Cultural Diversity Amongst Australian Families	Dr Fay Hadley (pre-recorded)	Lawrence, Brooker, & Dobbs (2017). Chapter 5 pp. 95-116
4	August 20	Indigenous Families and Community Connections	Online Module – see iLearn	Grace, Burns & Menzies (2017). Chapter 13 pp.292-311
Part 3: Family and Community Interconnections, Stressors and Supports				

5	August 27	Death and Dying: Supporting Children and Families	Ms Wendy Shepherd (pre-recorded)	Fadul, J. A. (2008). Holland, J. (2008).
ASSESSMENT 1 DUE 23rd August				
6	Sept 3	Family Isolation: Rural, Remote and Other Isolated Families	Sanobia Palkhiwala (pre-recorded)	Camberis & McMahon (2017). Chapter 7 pp 144-159
7	Sept 10	Families of Children with Special Needs: Issues of Family and Community	Ms Katie Wright (pre-recorded)	Grace & Barton (2017). Chapter 3 pp. 53-75
On-Campus Session for External Students: 24th and 25th September				
8	October 1	Out-of-Home Care of Children – state care, grandparent, kinship care	Ms Amy Gill (pre-recorded)	Cashmore, J. (2017). Chapter 12 pp.267-284
9	October 8	Community Violence and International Conflict: The impact on Children and Families	Ms Wendy Shepherd (pre-recorded)	Cologon & Hayden (2017). Chapter 15 pp. 337-357
ASSESSMENT 2 DUE 11th October				
WEEK 10-12 ECHP325 PRAC – NO CLASSES OR LECTURES				
OCTOBER 15TH – NOVEMBER 2nd				
Part 4: Resource Systems: Connecting children, families and communities				
13	Nov 5	Key Policies: Implications for Teachers, Children, Families and Communities	Dr Fay Hadley (pre-recorded)	Murray & Harrison (2017). Chapter 8 pp. 169-194 Grace, Cashmore, Scott & Hayes (2017). Chapter 16 pp. 358-382

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

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.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.

Assessment tasks

- 1. Service Folder for Families
- Family Case Study

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.
- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment tasks

- 1. Service Folder for Families
- Family Case Study

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 5. 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.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.
- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment tasks

- 1. Service Folder for Families
- Family Case Study

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 5. 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.
- 6. Be able to find relevant information about families, communities and early childhood services from a range of sources including the library, newspapers and electronic sources.

- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment tasks

- 1. Service Folder for Families
- Family Case Study

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 7. Identify bias, differences between fact and opinion and omissions in information; consider information from a variety of perspectives; as well as the usefulness, accuracy, reliability and validity of information.

Assessment task

- 1. Service Folder for Families