

TEAC 2024 ENGAGING WITH FAMILIES AND COMMUNITIES

Credit Points 10

Legacy Code 102645

Coordinator Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

Description This unit explores the importance of engaging with children, families, colleagues and communities of diverse backgrounds to foster a child's learning, health and well-being. Preservice educators will reflect on complex interrelationships between theories, research, policies and practices and the importance of positive relationships and partnerships with children, families, colleagues, and communities. Students will explore discourses associated with disadvantage through the analysis of children's life experiences and contexts. In this way, preservice educators will gain an understanding of the nuances of working collaboratively and in partnership with children, families, colleagues, and communities, including strategies to work ethically, sensitively and confidentially.

School Education

Discipline Teacher Education, Not Elsewhere Classified.

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 2 subject

Restrictions Students must be enrolled in the Bachelor of Education (Primary) and have successfully completed 80 credit points.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of children and families within an ecological context and the influence on learning, health and well-being;
2. Discuss the complex interrelationships between learning, children, family, community contexts and policies;
3. Reflect on theoretical principles and current research on changing practices of collaborating with children, families, colleagues and communities, and specialist professionals, including community liaison officers;
4. Evaluate the application of a broad a range of strategies to effectively partner with children, families, colleagues and community in learning contexts;
5. Reflect on ethical, sensitive and confidential approaches to working collaboratively;
6. Analyse contemporary approaches to strengthen engaging with children, families, colleagues and community;
7. Work collaboratively to design a responsive community program that enhances outcomes for children, families and communities.

Subject Content

- theories, principles, practices and Philosophical frameworks that inform partnerships with children, families of diverse backgrounds and communities
- role of teachers in developing strategies for strengthening relationships with children, family, colleagues and community

- Aboriginal and Torres Strait Islander and culturally and Linguistically diverse backgrounds
- ecological contexts and their influence on learning, health and well-being
- Policies and frameworks relevant to children, family, colleagues and community engagement
- strategies and Ethical approaches to effectively collaborate with children, family, colleagues and community
- engagement with children, family, colleagues and community

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Annotated Bibliography	400 words	10	N	Individual
Case Study Report	1000 words	40	N	Individual
	1600 words	50	N	Individual

Prescribed Texts

- Arney, F., & Scott, D. (2013). Working with vulnerable families: A partnership approach. (2nd Edition) Great Britain: Cambridge University Press

Teaching Periods

Spring Bankstown Day

Subject Contact Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

View timetable (https://clasregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC2024_22-SPR_BA_D#subjects)