

TEAC 7015 CHILDREN, FAMILIES, COMMUNITIES

Credit Points 10

Legacy Code 102102

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

Description From 2020 students should note that core units are now taught in semesters rather than half yearly sessions. The subject examines the implications of cross-disciplinary research into children's early life experiences for creating innovative services and service models that both foster children's early learning and encourage and strengthen families and carers' capacity to support their children's early development and wellbeing. In this way, students will gain an understanding of the complex field of early intervention and prevention, consider national and international innovations in policy and service delivery, examine new tools and frameworks for community intervention, analyse discourses associated with family and social disadvantage and consider how communities can best support young children. Studying this subject will provide an opportunity to consider the nexus between early childhood education and child and family services, how these might interact and work together seamlessly and the implications for the kind of knowledge and skills required to work in these innovative contexts. Students will reflect on the complex interrelationship between collaboration, research and practice to identify their role as community leaders enhancing families' and carers' capacities and children's development, learning, health and wellbeing.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7036 - Early Intervention and Prevention in Early Childhood Contexts

Restrictions

Students must be enrolled in one of the following programs: 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12), 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12), 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary), 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) or 6048 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Early Childhood/Primary).

Students enrolled in 1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) must have successfully completed 160 credit points before enrolling in this subject.

Students enrolled in 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 6048 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) must have successfully completed 190 credit points (160 at Level 1 or higher) before enrolling in this subject.

Learning Outcomes

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

1. Analyse international and national research about early intervention and prevention, its relationship to community, family, carers

including those from Aboriginal and Torres Strait Islander backgrounds, diversity, individual and social outcomes and its applicability to inclusive early childhood programs and policy contexts.

2. Discuss the complex interrelationship between capacity building and early intervention and prevention, including the importance of cross-sectoral collaboration and the role of early childhood educators as community leaders.
3. Reflect on current research and evidence-based practice for early childhood educators and the implications for advocacy, partnership with families/carers and development of responsive communities and services that support children's development, learning, health and wellbeing.
4. Work collaboratively to design responsive ethical and inclusive community programs that enhance outcomes for children and families/carers from diverse backgrounds.
5. Identify the strengths and limitations of current policy contexts and the capacity of early childhood programs to be responsive to and inclusive of socially and culturally diverse communities.
6. Utilise effective research skills to review practice and literature and gather data.

Subject Content

1. Theories and philosophical frameworks that inform early intervention policy and service delivery and partnership with families/carers from diverse backgrounds, including Aboriginal and Torres Strait Islander families/carers.
2. Conceptualisation of responsive communities.
3. Deconstruction of discourses of risk, resilience, adversity and vulnerability.
4. Use of a socio-cultural framework to identify influences on children's development, learning health and well-being and family and community strengths.
5. The early childhood educator as a community leader within an early intervention and prevention context.
6. Research skills: review of literature and interview techniques.
7. Collaborative partnerships with and within teams.
8. Use of research and evidence-based practices to substantiate design decisions. Reflection on research and practice and implications for future practice.

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.

Type	Length	Percent	Threshold	Individual/Group Task
Case Study	2,000 words	50	N	Individual
Presentation	12 minutes	30	N	Group
Reflection	1,000 words	20	N	Individual

Prescribed Texts

- Grace, R., Bowes, J., & Woodrow, C. (Eds.). (2022). *Children, families and communities* (6th ed.). Oxford University Press.

Teaching Periods

Autumn (2022)

Bankstown

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7015_22-AUT_BA_D#subjects)

Parramatta - Victoria Rd

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC7015_22-AUT_PS_D#subjects)

Autumn (2023)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7015_23-AUT_BK_1#subjects)

Parramatta - Victoria Rd

On-site

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