

TEAC 7015 CHILDREN, FAMILIES, COMMUNITIES

Credit Points 10

Legacy Code 102102

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

Description The subject examines the implications of children's early life experiences on their development, learning, health and wellbeing. Students will analyse cross-disciplinary research, policy and discourses associated with children and families living in communities experiencing disadvantage and the impact of adverse and positive childhood experiences on children's life trajectories. An opportunity to learn from professionals working in community programs will be invaluable when students in groups design and present programs that strengthens communities' and families' capacities to provide nurturant environments for children. Students will reflect on the complex interrelationship between collaboration, research and practice to identify their role as community leaders working in and with communities. This subject is included in the Foundation Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Early Childhood

Student Contribution Band HECS Band 1 10cp

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

Level Postgraduate Coursework Level 7 subject

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

Restrictions

1708 Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 6017 Diploma in Arts/Bachelor of Arts (Pathway to Teaching Birth-5/Birth-12) or 1929 Bachelor of Arts (Pathway to Teaching Early Childhood/Primary) or 1783 Master of Teaching (Birth-5 Years/Birth-12 Years) or 1784 Master of Teaching (Birth-12 Years) or 1773 Master of Teaching (Early Childhood and Primary) or 1774 Master of Teaching (Early Childhood) 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, policy and theoretical perspectives about the efficacy of early childhood, family and

community support programs, and their relationship to children's development, learning health and wellbeing outcomes.

2. Critique the discourses associated with social inequity and perceptions of children, families and communities experiencing disadvantage and adversity.
3. Discuss the factors influencing adverse and positive childhood experiences, the impact on children's learning and life trajectories, and implications for the kind of knowledge and skills required to work in challenging contexts.
4. Critically analyse the strengths and limitations of child, family and community programs so as to identify approaches that will enhance families' and communities' capacities to provide nurturant environments for children in the early years.
5. Recommend community-based approaches and pedagogical practices that will promote positive childhood experiences, for children who are living in communities experiencing adversity or disadvantage.
6. Work collaboratively to design and present a place-based program, that seeks to enhance outcomes for children, families and communities, within an early childhood context, demonstrating respect for socially and culturally diverse communities including Aboriginal and Torres Strait Islander families and communities.
7. Critically reflect on the role of teachers, specialising in early childhood education, as community leaders and the implications for engaging with families and communities to support children's development, learning, health and wellbeing.
8. Use effective research skills to analyse child and family support programs and practices using current research to substantiate claims.

Subject Content

1. **Theoretical perspectives and research** that informs early childhood and family policy, service design and implementation; socio-cultural influences on children's development, learning health and wellbeing including the influence of Australian government policy; Social determinants of health; Global influences including UN SDGs
2. **Social Inequities and Social Justice** Barriers to participation for children and families living in communities experiencing disadvantage; Deconstruction of discourses of risk and protective factors, exclusion and marginalisation, adversity, vulnerability, and disadvantage; Impacts on learning and education
3. **Children** Neuroscience and early life experiences; the impact of adverse and positive childhood experiences on child outcomes and life trajectories;
4. **Families** Acknowledging the multifaceted characteristics and changing nature of Australian families, their strengths and capabilities; factors that influence families' capacities to provide nurturant environments for their children; engagement with families to achieve mutually responsive partnerships
5. **Communities and neighbourhoods** influence on children's experiences; unpacking expectations, bias, reality and resource distribution; statistics and measures such as Australian Early Development Census (AEDC); Local Government Area (LGA) social plans;
6. **Implications for practice** – the importance of safe, equitable and stable environments, relationships with others, social and civic engagement to develop connectedness and belonging, play and responsive interactions with others to build emotional growth; creating opportunities for positive early childhood experiences and helping children grow into healthy, resilient adults; Building relationships with families and connecting with communities including Aboriginal and Torres Strait Islander families and communities

7. **Designing programs for change** substantiate design decisions using research and practice based evidence; developing outcomes and monitoring methods, consider the range and continuum of universal to specialised services supporting families and children
8. **Working Together** Place-based approaches - conceptualisation of responsive communities, capacity building and collective impact. Collaboration and communication strategies; Cross-disciplinary practices and partnerships with and within teams
9. **Critical Reflection** the role of the teacher as community leaders; working across community and educational contexts and crossing professional boundaries; Implications of research and evidence-based practice on future practice when working with families and children who have experienced adversity or disadvantage.
10. **Research Skills** locating international and national research, analysing literature, policy, frameworks and practice. Interview techniques.

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	Mandatory
Case Study	2,000 words	50	N	Individual	Y
Presentation	12 minutes group presentation and 500 word appendices	30	N	Group	Y
Reflection	1,000 words	20	N	Individual	Y

Prescribed Texts

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

Teaching Periods

Autumn (2025)

Bankstown City

On-site

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View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7015_25-AUT_BK_1#subjects)

Parramatta - Victoria Rd

On-site

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