

TCHR2002 CHILDREN, FAMILIES & COMMUNITIES

ASSESSMENT 1: Portfolio

Summary

Title	Assessment 1: Portfolio of short responses
Due Date	Monday 21 st November (WEEK 4) @ 11:59pm (AEDT)
Length	1500 words including references
Weighting	50%
Submission	1 word document submitted to Turnitin
Unit Learning Outcomes	<p>You will demonstrate the following Unit Learning Outcomes on the successful completion of this task:</p> <ul style="list-style-type: none"> • ULO1: compare and critique historical and contemporary constructions of childhood and families, including those pertaining to Indigenous childhoods. • ULO2: identify the ways to ensure children feel that they are belonging, being, and becoming. • ULO3: explain the diverse range of issues affecting children, families and communities including social, economic and educational policies and their impact upon service provision for children and families.

Task Description

This task requires students to reflect upon key issues presented in Modules 1-3 and complete three (3) x 500 word responses to the questions below under Task Instructions.

Rationale

Working with, and supporting children and families within the context of their community can present challenges. Early childhood professionals should reflect on the diversity of issues that face children and families. The aim of this assessment task is for students to demonstrate their knowledge and understanding regarding contemporary and diverse issues facing children, families and communities.

Task Instructions

You are required to answer each of the following three questions in approximately 500 words. All responses must be literature supported.

Question 1

Part A: In your own words, write a short definition (2-3 sentences) for *proximal processes*.

Part B: Think about the aspects that influence children's lives today and those that have influenced them in the past. Discuss how contemporary life may enhance or hinder proximal processes and outcomes compared to how life influenced them in the past. Frame your answer using the levels in Bronfenbrenner's Ecological Model.

Question 2

The extent to which victims of bullying suffer negative outcomes is partly determined by how they *cope* with being bullied. In your future practice, how can you ensure the children in your care have the skills and strategies to overcome bullying incidents. Make links to the Early Years Learning Framework (DET, 2019) where relevant.

Question 3

You are working at a long day care centre where a new family has enrolled. You have planned a cooking experience with the children when the boy (aged 4) states, “cooking is the girl’s job, boys should not cook!” Discuss the following points:

- What language and actions would you use to handle this situation?
- How can you teach gender equality as part of the Australian culture with children aged 3-5?
- What are the strategies you could implement to work towards social justice and equity?

Follow the steps to complete the task:

- Create a new Word Document and save it with your surname and initials and the assessment task’s name. E.g: MillsA_assessment1_portfolio
- Create a cover page with the following details:
 - Student name
 - Student ID
 - Unit code
 - Unit Assessor and Tutor names
 - Date submitted
- Complete three (3) x 500 word responses to the prompts listed above. Responses must be literature supported.
- Complete one reference list for the entire assessment task.
- Once complete, submit task via the Turnitin link in the Assessment and Submission section of the unit site.
- Adhere to [APA7 formatting guidelines](#)

Referencing Style

APA 7th referencing format is required in Faculty of Education assessment tasks – link to SCU Libguide here: [APA 7 Referencing](#).

Task Submission

Assessments should be submitted using the **Turnitin** activity titled “Assessment 1: Portfolio” in the **Assessments Tasks & Submission** section on the Blackboard TCHR2002 site. Only Microsoft Word documents submitted via the Turnitin portal on Blackboard will be accepted. You must label your submission with your surname and initials and the assessment task’s name, e.g:
MillsA_assessment1_portfolio

Special Consideration

Students wishing to request special consideration to extend the due date of an assessment task must submit a Request for Special Consideration form via their MyEnrolment page as early as possible and prior to the original due date for that assessment task, along with any accompanying documents, such as medical certificates.

Late Submissions & Penalties

Except when special consideration is awarded, late submission of assessment tasks will lead automatically to the imposition of a penalty. Penalties will be incurred as soon as the deadline is reached.

- a penalty of 5% of the available marks will be deducted from the actual mark at one minute after the time listed in the due date
- a further penalty of 5% of the available mark will be deducted from the actual mark achieved on each subsequent calendar day until the mark reaches zero.”

Grades & Feedback

Assignments that have been submitted by the due date will receive an SCU grade and written feedback. Grades and feedback will be posted to “Grades & Feedback” section on the Blackboard unit site. Please allow 7 working days for marks to be posted.

Academic Integrity

At Southern Cross University academic integrity means behaving with the values of honesty, fairness, trustworthiness, courage, responsibility and respect in relation to academic work. The Southern Cross University Academic Integrity Framework aims to develop a holistic, systematic and consistent approach to addressing academic integrity across the entire University. For more information see the [SCU Academic Integrity Framework](#)

Assessment Rubric

Marking Criteria and % allocation	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail 0-49%
Professional reflective response to each prompt showing depth of understanding of key issues and ideas. 15 marks	Extremely good reflective professional response to each prompt, showing outstanding understanding of the key ideas and issues presented in the unit.	Very good reflective professional response to each prompt, showing comprehensive understanding of the key ideas and issues presented in the unit.	Good reflective professional response to each prompt, showing solid understanding of the key ideas and issues presented in the unit.	Satisfactory reflective professional response to each prompt, showing a satisfactory understanding of the key ideas and issues presented in the unit.	Poor reflective professional response to each prompt, showing an unsatisfactory understanding of the key ideas and issues presented in the unit.
Engagement with unit readings, relevant ECEC policy, literature and research. 15 marks	Responses show outstanding engagement with the unit readings, relevant ECEC policy, literature and research.	Responses show very good engagement with the unit readings, relevant ECEC policy, literature and research.	Responses show good engagement with the unit readings, relevant ECEC policy, literature and research.	Responses show satisfactory engagement with the unit readings, relevant ECEC policy, literature and research.	Responses fail to show satisfactory engagement with the unit readings, relevant ECEC policy, literature and research.
Consideration of the perspectives/ roles of all stakeholders including children, families and community. 15 marks	All responses show an outstanding consideration of the perspectives and/or roles of all stake holders including children, families and members of the community.	All responses show very good consideration of the perspectives and/or roles of all stake holders including children, families and members of the community.	All responses show good consideration of the perspectives and/or roles of all stake holders including children, families and members of the community.	Most responses show a satisfactory consideration of the perspectives and/or roles of all stake holders including children, families and members of the community.	Responses show little to no consideration of the perspectives and/or roles of all stake holders including children, families and members of the community.
Academic Literacy 5 marks	Displayed outstanding Academic Literacy, including all of the following: Correct word count (+/- 10%), correct writing conventions, correctly formatted reference list	Displayed comprehensive Academic Literacy, including all or most of the following: Correct word count (+/- 10%), correct writing conventions, correctly formatted reference list	Displayed solid Academic Literacy, including some or most of the following: Correct word count (+/- 10%), correct writing conventions, correctly formatted reference list	Displayed satisfactory Academic Literacy, including some of the following: Correct word count (+/- 10%), correct writing conventions, correctly formatted reference list	Failed to display satisfactory Academic Literacy. Incorrect word count, Incorrect writing conventions, incorrectly formatted reference list

Description of SCU Grades

High Distinction:

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as outstanding in relation to the learning requirements specified.

Distinction:

The student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The student's performance could be described as distinguished in relation to the learning requirements specified.

Credit:

The student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The student's performance could be described as competent in relation to the learning requirements specified.

Pass:

The student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The student's performance could be described as satisfactory in relation to the learning requirements specified.

Fail:

The student's performance fails to satisfy the learning requirements specified.