

**London South Bank**  
University

## Module Guide

Community, Family and Children

EDU\_4\_CFC

Level 4

School of Law and Social Sciences

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## 1. MODULE DETAILS

<b>Module Title:</b>	Community, Family and Children
<b>Module Level:</b>	Level 4
<b>Module Reference Number:</b>	EDU_4_CFC
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	30
<b>Private Study Hours:</b>	170
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Modules (If applicable):</b>	None
<b>Course(s):</b>	Education Studies
<b>Year and Semester</b>	Semester 2 2018-19
<b>Module Coordinator:</b>	Simon Wickenden
<b>MC Contact Details (Tel, Email, Room)</b>	Wickends@lsbu.ac.uk K2, V306 Tel: 020 7815 8003
<b>Subject Area:</b>	Education
<b>Summary of Assessment Method:</b>	2000 word essay
<b>External Examiner appointed for module:</b>	Non-work based programme: Gareth Dart. Work based programme: Alison McLauchlin.

## 2. SHORT DESCRIPTION

This module builds on the Constructing Childhood module to explore concepts of community, family and childhood. It discusses how these notions change over time and can vary from culture to culture. The module explores students' own position with regard to these concepts as this will impact on their work with children in educational settings. It discusses the impact of media views, dominant discourses and educational and social policy in relation to ideas of community, family and children. The module discusses notions of equality and how society seeks to meet the needs of diverse communities. It explores how communities enable children to become adults and how society works with disaffected young people.

## 3. AIMS OF THE MODULE

The module aims to provide students with the opportunity to:

- engage with fundamental questions concerning the concepts of community, family and children.
- understand how legislation, educational and social policy is intended to promote well-being for children, young people and their families, both in the short and long-term.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

- Identify key aspects in the concepts of community, family and children and how they interrelate.
- Understand how social policy impacts on community, family and children.

### 4.2 Intellectual Skills

- Evaluate social and educational policy in an informed and systematic way.

### 4.3 Practical Skills

- Develop an awareness of how personal understandings of the concepts of community, family and children impact on personal practice in educational settings.

## 5. ASSESSMENT OF THE MODULE

**Formative assessment:** group presentation, work in a group preparing a short (7 ppt slides) presentation on one of the essay titles below. The presentation will be made in session 10 and tutor and peer feedback will be given in the session.

**Summative assessment:** 2000 word essay.

Choose the essay you wish to write from one of the titles below.

1. How does the English education system support children's well-being? (Sessions 7 and 5)
2. Discuss what the term *family* means in modern Britain. Explore two key ways in which *the family* is important for the wellbeing of children. (Session 3 and 5)
3. Explore how do communities contribute to children's well-being? (Sessions 1 and 3)
4. Explore three key reasons that can lead to children becoming "disaffected". (Sessions 9 and 3)
5. How can the recommendations of the Children and Families Act (2014) around fostering and adoption support the wellbeing of children and families? (Session 2 and 6)
6. Discuss what is meant by the term Special Educational Need and/or Disability in 2020 and explore how communities can support children with SEND. (Sessions 8, 1 and 2)
7. Identify and explore three potential causes of a family crisis. Identify how the wider community and schools can support families in a crisis. (Sessions 1, 4 and 7)
8. Does the State have a responsibility to support families in crisis? Provide examples and refer to literature to support your arguments. (Sessions 4 and 3)
9. Identify and explore two Articles in the United Nation's Convention on the Rights of the Child (1989) that are enshrined in UK Law and two Articles that should be enshrined in UK Law. Provide examples and refer to literature to support your arguments for the second part of the question. (Sessions 6, 5 and 7)

10. Identify and discuss some of the challenges for children living in poverty in the UK. Identify some of the ways the wider community and schools can support children living in poverty. (Session 1, 2, 6, 7)

**Assessment Deadline:** Essays must be submitted on Moodle by

**April 2<sup>nd</sup>** for work based and non work based students. 20<sup>th</sup> April for students with LSBU DDS agreements which specify this arrangement).

Level 4/5/6 Generic Criteria 2016-17	Fail 0 – 29%	Fail 30 - 39%	Pass/Third 40 - 49%	Lower Second 50 - 59%	Upper Second 60 - 69%	First 70 – 79%	First 80% +
<b>1. Use of standard English and academic referencing conventions</b>	Very poor use of standard English: meaning in significant sections of the submission is unclear/muddled because of errors in grammar and spelling/spoken English.	Poor use of standard English: frequently, meaning in sections of the submission is unclear/muddled because of errors in grammar and spelling/spoken English.	Acceptable use of standard English: errors in grammar and spelling/ spoken English do not significantly prevent reader comprehension (occasionally meaning is unclear/muddled).	Sound use of standard English: grammar and spelling/spoken English is generally correct, although there may be some errors (hence instances when meaning is unclear/muddled).	Good use of standard English: grammar and spelling/spoken English is generally correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There may be some errors, but meaning is consistently clear.	Excellent use of standard English: grammar and spelling/spoken English is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are very few errors.	Exemplary use of standard English: grammar and spelling/spoken English is correct, with evidence of effective use of a range of sentence types, economic use of language, etc. There are no errors.
<b>2. Use of academic referencing conventions</b>	Very limited/ no evidence of correct use of referencing conventions.	Limited correct use of referencing conventions.	Generally correct use of referencing conventions, with some errors/ inconsistencies.	Generally correct use of referencing conventions, with minimal errors/ inconsistencies.	Consistently correct use of referencing conventions (max 5 errors).	Consistently correct use of referencing conventions.	Consistently correct use of referencing conventions; <i>submission demonstrates the highest level of accuracy that can be expected.</i>
<b>2. Ability to structure assignment coherently and develop sustained reasoned argument.</b>	Very poor structure: submission lacks evidence of skills in use of paragraphs and/or design; meaning/ reasoning is largely unclear/ muddled as a consequence.  Little/no evidence that planning has taken place.  Little/no evidence of logic/reasoning.	Poor structure: limited evidence of skills in use of paragraphs and/or design; meaning/ reasoning is often unclear/ muddled as a consequence.  Insufficient planning has taken place.  Ideas/argument generally lacking in logic/clear reasoning.	Satisfactory structure: in general, use of paragraphs and/or design of the submission support reader comprehension (occasionally meaning/ reasoning is unclear/ muddled).  Some evidence that sufficient planning has taken place.  Ideas/argument often proceeds in logical steps/with clear reasoning, although this is inconsistent.	Sound structure: use of paragraphs and/or design of the submission support reader comprehension (instances where meaning/reasoning is unclear/muddled).  Clear evidence that sufficient planning has taken place.  Ideas/argument mostly proceeds in logical, clearly reasoned steps, with few examples of inconsistency.	Good structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute to reader comprehension (meaning/reasoning consistently clear).  Clear evidence that effective planning has taken place.  Ideas/argument mostly proceeds in logical, clearly reasoned steps, with minimal exceptions.	Excellent structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute significantly to reader comprehension (meaning/reasoning consistently clear).  Effective planning is implicit throughout.  Ideas/argument proceeds in logical, well-reasoned steps, without exception.	Exemplary structure: use of paragraphs/ sequencing of ideas and/or design of the submission contribute fully to reader comprehension (meaning/reasoning consistently clear).  Effective planning is implicit throughout.  Ideas/argument proceeds in logical, well-reasoned steps, without exception; <i>submission demonstrates the</i>

							<i>highest level of organisation/ reasoning that can be expected.</i>
<b>3. Informed reading of, and reference to, pertinent literature in the given field.</b>	<p>Little or no evidence of use of literature.</p> <p>Where reference to literature is included, submission indicates substantial misunderstanding.</p> <p>Inappropriately descriptive and anecdotal; evidence of unsubstantiated assumptions throughout.</p> <p>No evidence of capacity for analysis/evaluation (where required).</p>	<p>Limited range, depth or use of literature; reliance on insubstantial blogs, Wikipedia etc.</p> <p>Where reference to literature is included, submission indicates significant misunderstanding.</p> <p>Largely, inappropriately descriptive and anecdotal; frequent evidence of unsubstantiated assumptions.</p> <p>Little evidence of capacity for analysis/evaluation (where required).</p>	<p>Satisfactory range of literature (core texts) is referred to in order to support ideas/module requirements; limited use of insubstantial blogs, Wikipedia.</p> <p>Where reference to literature is included, submission indicates satisfactory understanding (but will include some misunderstanding).</p> <p>Points supported by literature; some instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Evidence of capacity for analysis/evaluation (where required).</p>	<p>Sound range of literature (exceeding core texts) is referred to in order to support ideas/module requirements; minimal and/or critical use of blogs, Wikipedia.</p> <p>Where reference to literature is included, submission indicates sound understanding (but may include minimal misunderstanding).</p> <p>Points well supported by literature; may include instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Sound evidence of capacity for analysis/evaluation (where required).</p>	<p>Good range of literature is referred to in order to support ideas/module requirements.</p> <p>Where reference to literature is included, submission indicates good understanding (no significant misunderstandings/ inaccuracies).</p> <p>Points well supported by literature; may include 1-2 instances of inappropriately descriptive style and of unsubstantiated assumptions.</p> <p>Good evidence of capacity for analysis/evaluation (where required).</p>	<p>Excellent range of literature (significantly exceeding recommended range) is referred to in order to support ideas/module requirements.</p> <p>Where reference to literature is included, submission indicates excellent (critical) understanding, insightful thinking.</p> <p>Points very well supported by literature.</p> <p>Excellent evidence of capacity for analysis/evaluation (where required).</p>	<p>Exemplary range of literature (significantly exceeding recommended range) is referred to in order to support ideas/module requirements; <i>submission demonstrates the highest level of engagement with literature that can be expected.</i></p> <p>Where reference to literature is included, submission indicates exemplary (critical) understanding, insightful thinking.</p> <p>Points very well supported by literature.</p> <p>Exemplary evidence of capacity for analysis/evaluation (where required).</p>

<p><b>4. Knowledge and understanding of:</b></p> <p>Key aspects in the concepts of community, family and children and how they interrelate.</p> <p>How social policy impacts on community, family and children.</p> <p><b>(these are the module LOs)</b></p>	<p>Contains little or no relevance to the required K&amp;U for the module.</p>	<p>Weak/tenuous relevance to the required K&amp;U for the module.</p>	<p>Satisfactory relevance to the required K&amp;U for the module.</p>	<p>Competently addresses required K&amp;U for the module. Detailed knowledge and understanding shown.</p> <p>Good evidence of being able to explore the wider issues discussed.</p>	<p>Clearly addresses the required K&amp;U for the module. Detailed knowledge and understanding shown.</p> <p>Very good evidence and insight demonstrated in exploring the wider issues discussed.</p>	<p>Authoritatively addresses the required K&amp;U for the module.</p> <p>Comprehensive and insightful knowledge and understanding that confidently addresses the complexities of the wider issues discussed and their impact on society</p>	<p>Innovatively addresses required K&amp;U for the module.</p>
<p><b>5. Essay response addresses the question.</b></p>	<p>Essay response fails to address the question set.</p>	<p>Limited evidence that the essay response addresses the question set.</p>	<p>Satisfactory evidence that the essay response addresses the question set.</p>	<p>The essay response addresses the question set, but may contain minor errors or omissions at the lower end, where treatment of issues may be superficial.</p>	<p>The essay response addresses the question set especially those elements requiring reflection/discussion. At the higher end the work will not contain errors or omissions</p>	<p>The essay response addresses the question set especially those components requiring critical analysis, synthesis and evaluation.</p>	<p>The essay response addresses the question set especially those components requiring sophistication of critical analysis, synthesis and evaluation.</p>



## 6. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Session	Session Title	Support Readings on Moodle
		<b>Key text: Knowles (2018) Supporting Inclusive practice and Ensuring Opportunity is Equal for All . Routledge. Editor. Gianna Knowles from LSBU.***</b>
<b>Session 1</b> <b>17/1/20</b>	<b>Lecture</b> Ideas of Community	What is Community?, <a href="http://infed.org/mobi/community/">http://infed.org/mobi/community/</a>
	<b>Seminar</b> How do communities contribute to well-being?	
<b>Session 2</b> <b>24/1/20</b>	<b>Lecture</b> Community and Identity	<b>Knowles 2018***</b> Chapter 4. Including Bilingual learners and Children with English as an Additional language. Vicki Ryf. Pp 52-70
	<b>Seminar</b>	Chapter 2: <b>Families, identity and cultural heritage</b> in Knowles and Holmstrom (2012) <i>Understanding Family Diversity and Home-School Relations</i> . Routledge  Chapter 4: <b>Ethnicity, Whiteness and Identity</b> in Knowles and Lander (2011) <i>Diversity, Equality and Achievement</i> . Sage
<b>Session 3</b> <b>31/1/20</b>	<b>Lecture</b> Why families matter - the function of families	Chapter 1: <b>Families, home-school relations and achievement</b> in Knowles and Holmstrom (2012) <i>Understanding Family Diversity and Home-School Relations</i> . Routledge  Chapter 3: <b>Families</b> in Knowles (2009) <i>Ensuring Every Child Matters</i> . Routledge
	<b>Seminar</b> Maslow and Bronfenbrenner - how families enable children to achieve well-being	<b>Knowles 2018***</b> Children who have Suffered Loss and Grief including Bereavement. Edline Whitman. Pp125-140
<b>Session 4</b> <b>7/2/20</b>	<b>Lecture</b> Family Diversity and is the Family in Crises	<b>How much do we know about the long-term effectiveness of parenting programmes? Advances, shortcomings, and future directions</b> Metin Özdemir (2015) <i>Journal of children's services</i> , 10 (2) pp. 120-132.
	<b>Lecture: Legislation and the Family</b>	Chapter 3: <b>Diverse Families, Diverse Childhoods</b> in Knowles and Lander (2011) <i>Diversity, Equality and Achievement</i> Sage

		<p>Chapter 6: Being a Child in the Modern Family in Frost (2011) <i>Rethinking Children and Families</i> Continuum</p> <p>Chapter 8: <b>The Historical Background of Early Childhood Care and Education: influencing factors</b> in Mukherji and Dryden (2014) <i>Foundations of Early Childhood</i>. Sage</p>
<p><b>Session 5</b> <b>14/2/20</b></p>	<p><b>Lecture</b> What does it mean to be a child? – their social, emotional and physical development</p>	<p>Chapter 2: <b>The Child in Society</b> in Knowles (2009) <i>Ensuring Every Child Matters</i> Routledge</p> <p>Chapter 7: <b>The Importance of Play</b> in Mukherji and Dryden (2014) <i>Foundations of Early Childhood</i> sage</p>
	<p><b>Seminar</b> The social construction of childhood</p>	<p>Chapter 4: Theories of Growing up: Developmentalism and Socialisation Theory, in Wyness (2012) <i>Childhood &amp; Society</i>.</p>

<p><b>Session 6</b> <b>28/2/20</b></p>	<p><b>Lecture</b> Children’s rights and responsibilities</p>	<p><b>Knowles 2018***</b> Chapter 10. Anna Jones. Looked After Children. Fostering and Adoption pp140 to 153 Chapter 11. Fabienne Benoist. Supporting and Including Children from Low Income families. Pp153-169</p>
		<p>Chapter 7: <b>Being a Child of the State</b> in Frost (2011) <i>Rethinking Children and Families</i> Continuum</p> <p>Chapter 10: Children: Their Rights and Politics in Wyness (2012) <i>Childhood and Society</i>.</p>
<p><b>Session 7</b> <b>6/3/20</b></p>	<p><b>Lecture</b> Children &amp; schooling</p>	<p>Chapter 7: Schooling Children &amp; Childhood, <b>in Wyness</b> (2012) <i>Childhood and Society</i></p> <p>Chapter 3: <b>What does society want from education?</b> In Knowles and Lander (2012) <i>Thinking Through Ethics and Values in Primary Education</i> Sage</p>
	<p><b>Seminar</b> Home schooling</p>	
<p><b>Session 8</b> <b>13/2/20</b></p>	<p><b>Lecture</b> Dealing With Difference – what do we mean by Special Educational Needs and Disability; How do communities support children with SEND?</p>	<p><b>Knowles 2018***</b> Chapter 6. What it Means to Have a Disability or Special Educational Need. Gianna Knowles. Pp 84-96 Chapter 7. Inclusion and Neurodiversity. Gianna Knowles pp96-111 Chapter 8. Supporting the Inclusion of Autistic Children. Nicola Martin and Damian Milton. Pp111-125</p>

		<p>Chapter 1: <b>What do we mean when we talk of inclusion and that Every Child Matters?</b> In Knowles (2011) <i>Supporting Inclusive Practice</i>. Routledge</p> <p>Chapter 5: <b>The potential impact and influence of the social model of disability</b> in Peer and Reid (2012) <i>Special Educational Need a Guide for Inclusive Practice</i>. Sage</p>
<p><b>Session 9</b> <b>20/2/20</b></p>	<p><b>Lecture</b> Becoming an adult and Disaffection</p>	<p>Chapter 8: <b>Adolescence</b> in Zwozdiak – Myers (2007) <i>Childhood and Youth Studies</i> Sage</p>
	<p><b>Seminar:</b> Personal and professional reflections of becoming an adult.</p>	<p>Chapter 13: <b>Trouble and Tribes</b> in Harrison and Wise (2007) <i>Working with Young People</i>. Open University/Sage</p>
<p><b>Session 10</b> <b>27/3/20</b></p>	<p>Recapitulation of the Module</p>	

## 7. STUDENT EVALUATION 2017-18

Student evaluation of this module during 2017-18 was very positive. 94% of students agreed that “overall my experience of the module was good”.

We will gather feedback during the course, informally during sessions, at Course Board, and through end of module evaluations. This will be used to shape and improve the module for 2019-20.

## 8. LEARNING RESOURCES

Core texts:

- **Knowles (2018) Supporting Inclusive practice and Ensuring Opportunity is Equal for All . Routledge. Editor. Gianna Knowles from LSBU**
  - Knowles, G. and Holmstrom, R. (2012) *Understanding Family Diversity and Home - School Relations: A guide for students and practitioners in early years and primary settings*. London: Routledge.
  - Wyness M. G. (2011) *Childhood and society: an introduction to the sociology of childhood*. Basingstoke: Palgrave Macmillan.

Additional readings will be set for individual settings - as per the Moodle site

### Optional reading

- Basarab-Horwath J. A. (2010) *The child's world: the comprehensive guide to assessing children in need*. London: Jessica Kingsley Publishers. Available from: <http://0-www.myilibrary.com.lispac.lsbu.ac.uk?id=239288>
- Broadhead P., Meleady C. and Delgado M. A. (2008) *Children, families and communities: creating and sustaining integrated services*. Vol. Education in an urbanised society. Maidenhead: Open University Press. Available from: <http://0-lib.myilibrary.com.lispac.lsbu.ac.uk?id=133108>
- Buckingham, D., Bragg, S. and Kehily, M. J. (eds.) (2014) *Youth Cultures in the Age of Global Media*. United Kingdom: Palgrave Macmillan.
- Carroll D. W. (2013) *Families of children with developmental disabilities: understanding stress and opportunities for growth*. Washington, D.C.: American Psychological Association. Available from: <http://0-lib.myilibrary.com.lispac.lsbu.ac.uk?id=133108>
- Cleaver H., Unell I., Aldgate J. and Great Britain (2011) *Children's needs - parenting capacity: child abuse - parental mental illness, learning disability, substance misuse and domestic violence*. London: TSO. Available from: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/182095/DFE-00108-2011-Childrens\\_Needs\\_Parenting\\_Capacity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182095/DFE-00108-2011-Childrens_Needs_Parenting_Capacity.pdf)
- Curran S., Harrison R. and MacKinnon D. (2013) *Working with young people*. London: SAGE.
- Eagle, M., McAuley, C., Pecora, P and Rose, W. (2006) *Enhancing the Well-being of Children and Families through Effective Interventions: International Evidence for Practice*. Jessica Kingsley.
- *Foundations of Early Childhood Principles and Practice* [no date-a]. Available from: <https://uk.sagepub.com/en-gb/eur/foundations-of-early-childhood/book239255>
- *Foundations of Early Childhood Principles and Practice* [no date-b]. Available from: <https://uk.sagepub.com/en-gb/eur/foundations-of-early-childhood/book239255>
- Frost N. (2011) *Rethinking children and families: the relationship between childhood, families and the state*. Vol. New childhoods. London: Continuum International Pub. Group.
- Gianna Knowles (2011) *Supporting Inclusive Practice*. Routledge.
- Gianna Knowles and Vini Lander eds. (2012) *Thinking Through Ethics and Values in Primary Education*.

- Knowles G. and Holmstrom R. (2012) *Understanding family diversity and home-school relations: a guide for students and practitioners in early years and primary settings*. Milton Park, Abingdon, Oxon: Routledge. Available from: <http://0-lib.myilibrary.com.lispac.lsbu.ac.uk?id=447355>
- Goldson, G. (2011) *Youth in Crisis?: Gangs, Territoriality and Violence*. Edited by Barry Goldson. United Kingdom: Willan Publishing.
- Harrison, R. and Wise, C. (2007) *Working With Young people*. London: Sage/OUP.
- Helm D. (2010) *Making sense of child and family assessment: how to interpret children's needs*. Vol. Best practice in working with children series. London: Jessica Kingsley Publishers
- Horwath, J. (2009) *The Child's World: The Comprehensive Guide to Assessing Children in Need*. Jessica Kingsley Publishers Ltd.
- infed.org | What is community? [no date]. Available from: <http://infed.org/mobi/community/>
- *Interprofessional working in practice: learning and working together for children and families* (2011). Berkshire, England: Open University Press.
- James A. L. J. (2001) Tightening the net: children, community, and control, *British Journal of Sociology*, 52 (2), pp. 211–228. DOI:10.1080/00071310120044953.
- Kehily M. J. (ed.) (2013) *Understanding childhood: a cross-disciplinary approach*. Vol. Childhood. Bristol, United Kingdom: The Policy Press.
- Kehily, M. J. (ed.) (2007) *Understanding Youth: Perspectives, Identities & Practices (Published in association with The Open University)*. 1st edn. London: Sage Publications Ltd, United Kingdom.
- Mayall B. (1994a) *Children's childhoods: observed and experienced*. London: Falmer Press.
- McAuley C., Pecora P. J. and Rose W. (2006) *Enhancing the well-being of children and families through effective interventions: international evidence for practice*. London: Jessica Kingsley. Available from: <http://0-search.ebscohost.com.lispac.lsbu.ac.uk/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=167090>
- Morris K., Barnes M. and Mason P. (2009) *Children, families and social exclusion: new approaches to prevention*. Bristol: Policy. Available from: <http://0-lib.myilibrary.com.lispac.lsbu.ac.uk?id=226369>
- Petrie P. and Petrie P. (2011) *Communication skills for working with children and young people: introducing social pedagogy*. London: Jessica Kingsley Publishers. Available from: <http://0-www.myilibrary.com.lispac.lsbu.ac.uk?id=314603>
- Robb M. and Open University (2007) *Youth in context: frameworks, settings, and encounters*. Vol. Youth, perspectives and practice. London: Thousand Oaks, Calif.
- Trodd L. (2013) *Transitions in the early years: working with children and families*. Los Angeles, Calif: SAGE.
- Trodd, L. and Chivers, L. (2011) *Interprofessional Working in Practice: Learning and working together for children and families*. Maidenhead, Berks: Open University Press.
- Wyness M. G. (2011) *Childhood and society: an introduction to the sociology of childhood*. Basingstoke: Palgrave Macmillan.
- Zlotnick C. (ed.) (2014) *Children living in transition: helping homeless and foster care children and families*. New York: Columbia University Press.

**Knowles 2018\*\*\*** Chapter 3. Zoe Leadley-Meade Working with Lesbian, Gay and Bisexual Children and Families in School. Pp37-52

Chapter 3: **Diverse Families, Diverse Childhoods** in Knowles and Lander (2011) *Diversity, Equality and Achievement*. Sage

Chapter 6: **Being a Child in the Modern Family** in Frost (2011) *Rethinking Children and Families*. Continuum