



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST6745
Business Studies

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 6745 Business Studies (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Len Nixon
Office Location: John Goodsell 132
Email: l.nixon@unsw.edu.au
Phone: 0418236352
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Business Studies	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessments and follow up activities	
Schedule		
Lecture	Thu 17 (w1-8, Mat 232)	Weeks 1-8
Tutorial/s	Thu 18-20 (w1-8, Mat 232)	Weeks 1-8

Summary of Course

The course aims at preparing teachers to teach the BOS NSW HSC Business Studies course. The course will address:

- issues of content (students learn about) including researching, analysing, problem solving, decision-making, critical thinking and communication pertaining to the teaching of the course
- developing a practical understanding of nature of programming related to content, concepts and assessment
- other issues which complement these activities include curriculum planning using recognised models i.e. Quality Teaching model (QT), Teaching for Understanding
- an understanding of the roles and uses summative and formative assessment play in the teaching and learning process
- understanding, construction and application of differentiation strategies as a means of promoting inclusiveness in the classroom.
- the role literacy plays in all its forms including writing, reading, informational, visual, mathematical and verbal in the teaching and learning process.

The main ways in which the course has changed since last time as a result of student feedback:

- The course will have a greater emphasis of working in groups within the class as a means of fostering collaboration and feedback of the quality of work produced over the tutorials

Aims of the Course

This course aims to:

- To provide an understanding the nature and scope of the BOS Stage 6 Business Studies outcomes based courses (HSC and Preliminary)
- To foster a practical understanding of programming including content and assessment
- To provide an understanding and appreciation of a range of teaching strategies to be used in teaching business studies
- To provide an understanding of the nature and use of assessment used as an effective means of feedback
- To familiarise students with the range and appropriateness of using ICT in their teaching
- To acknowledge the role and need to foster an understanding of all forms of literacy
- To acknowledge the need to integrate differentiation into the teaching.

Important information

Assessment: Students must pass all assignments in order to pass the course. Only by passing all the assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved

Attendance: Students are expected to give priority to university commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result on failure.

Student Learning Outcomes

Outcome	Assessment/s
1 To develop and articulate a philosophy of education	1,4
2 Understand the syllabus requirements of Business Studies education in Years 11 and 12	2,3
3 Establish links with other members of the business community through professional associations	1,4
4 Advocate for business education	1.4
5 Critically evaluate and implement a variety of formative and summative assessment strategies and instruments	2
6 Articulate explicit, challenging and achievable learning goals for students relevant to their stage of development	1
7 Reflect on pre service teacher education in preparation for the final Professional Experience	1
8 Know current assessment requirements relevant to the content and stages of schooling of students	2
9 Supportive and positive learning environments, classroom management, classroom discipline and student safety	1
10 Articulate student expectations, questioning, listening and engaging, range of teaching strategies and resources	1
11 Articulate student expectations, questioning, listening and engaging, range of teaching strategies and resources	1

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard	Assessment/s
1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	1, 2, Microteaching

1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	1
1.4	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	X
1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	1
2.2	Organise content into an effective learning and teaching sequence	1
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	1,2
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students	1
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	X
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	X
3.3	Include a range of teaching strategies	1
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	X
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	X
4.5	Demonstrate an understanding of relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	1
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	2
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1
B. Classroom Management	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1
C. Information and Communication Technologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	2
D. Literacy and Numeracy	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	1, 2, 3
E. Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1
F. Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Understanding the content knowledge of the stage 6 Business Studies course is fundamental to succeeding as teacher. It provides the capacity to think, formulate and implement a range of teaching and assessing strategies which would focus on the primary goal of fostering understanding.

5. TEACHING STRATEGIES

There will be a series of teaching strategies used over the semester including:

- a. Discussion
- b. Direct teaching
- c. Problem solving
- d. Questioning
- e. Group work
- f. Independent learning
- g. Problem based learning
- h. The use of thinking routines for teaching and assessing

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 28 July	Operations. Learn about the concepts of transformation, cost minimisation and value adding. Understanding of the syllabus content requirements in terms of role, influences processes and strategies.	The integration, use and application of case studies in Business Studies
2 4 August	Operations. Learn about internal interdependence	The concept of interdependence in relation to Operations The application and use of differentiation strategies used in the teaching of Operations
3 11 August	Marketing. Learn about the concepts of exchange, value, price, place promotion and product, target market and segmentation. Understanding of the syllabus content requirements in terms of role, influences processes and strategies.	Learn to apply visual literacy and the use of ICT as a means of differentiation
4 18 August	Marketing. Learn about the interdependent relationship associated with other business functions such as finance, operations and human resources. Also the role of influences, processes and strategies.	Learn to analyse the marketing process and the use of the marketing plan
5 25 August	Finance. Learn about concepts of profitability, liquidity, gearing/solvency, growth and financial efficiency. Also the role of finance and the influences affecting it.	Learn to create a series of question and exercises that reflect multiple intelligence and Bloom's taxonomy
6 1 September	Finance. Learn about financial processes and relevant strategies as a means of achieving financial objectives and goals	Learn about differentiation in terms of process, product and instructional strategies
7 8 September	Human Resources. Learning about its role and the factors affecting HR	Learn to write hypothetical/ stimulus questions
8 15 September	Human Resources. Learn about processes and strategies affecting HR	Readiness for PE2 On line evaluation

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Reflection on teaching strategies used on practicum	2,500 words	50%	1,6,8,9	1.3,1.8,3.1, 4.2,5.4	D2,D3,D4	Week 3
Assessment 2 Create an assessment task Hypothetical and Extended response type questions	3,000 words	50%	1,6,8,9	1.3,1.8,3.1, 4.2,5.4	D5, D4	Week 7
Hurdle Requirement Assessment, Feedback and Reporting		Hurdle requirement		5.1, 5.2, 5.3, 5.4, 5.5	D6	

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1

Assignment 1: Reflection and Evaluation	50%
Word limit 2500	

Write an **evaluation** of the teaching strategies witnessed and used by you during the practicum. The crucial issue is to evaluate or make a judgment as to effectiveness of the strategies used or witnessed in terms of meeting the curriculum, teaching and learning outcomes of the courses taught. Issues to be considered:

- The range of strategies used
- Student learning preferences
- The appropriateness of the strategies used to meet the needs of the students
- The presence of Aboriginal and Torres Strait Islander students
- The presence of students with Special Education Needs
- The presence of students with Non-English Speaking Background
- The presence of Students with Challenging Behaviours
- Show your knowledge and understanding of the learning needs of the students in the school

- As a means of making an evaluation reference to the DEC Quality Teaching model
- Be based on your observations of other teachers and their strategies
- Be expressed in grammatically correct English.

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 6745 BUSINESS STUDIES METHOD 2**

Student Name:
Assessment Task: 1

Student No.:

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Made a judgement based on criteria (DEC/DEET) of the effectiveness of strategies used • Acknowledgement of the context of the teaching strategies witnessed or used • Conceptual understanding of the strategies witnessed and/or used 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Extensive depth of analysis (more than 3 strategies witnessed or used) • Demonstrated understanding of the needs of the students • Insight into the goals, processes and procedures and use of assessments 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Incorporation and acknowledgement of professional research when making an evaluation/ supporting response • Familiarity of professional and/or research literature 					
Structure and organisation or response <ul style="list-style-type: none"> • Coherently structured in a logical manner that meets the outcomes of the question • Use of paragraphing and the use of headings and relevant diagrammatical representations that complement arguments, comments and judgements 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Meets the appropriate academic and linguistic conventions 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

ASSESSMENT 2 : 50%

Word Limit 3 000

Assessment Criteria: Requires you to provide evidence of your ability to:

- Create a hypothetical (Section 111 report) and extended response (Section 1V) question reflective of the stage 6 Business Studies syllabus.
- Construct marking grids for each task comprising appropriate information that would effectively communicate an affirmation of the understanding of syllabus outcomes, content, a reflection of the chosen verb(s) and literacy requirements.
- Provide an exemplar of 800 words for both the hypothetical and extended response question.

**UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST 6745 BUSINESS STUDIES METHOD 2**

Student Name:
Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-) (+)					
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Creates questions that meet the syllabus outcomes of learn to and learn about in whatever area of content to be assessed • Creates a hypothetical which highlights a focus or issues that allows the student to respond in an effective and efficient way • Understands the nature of the task required from the development of the tasks to the construction of the exemplars 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Extensive depth of what is required when constructing these types of tasks • Demonstrated understanding of the needs of the students • Creates a set of exemplars which are of Band 6 quality. This involves honouring the directive verbs used, high working knowledge of the syllabus' content. • Creates a marking criteria which affirms the understanding of the content 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Incorporation and acknowledgement of professional research when making an evaluation/ supporting response • Familiarity of professional and/or research literature 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Structure and organisation or response <ul style="list-style-type: none"> • Coherently structured in a logical manner that meets the outcomes of the question • Use of paragraphing and the use of headings and relevant diagrammatical representations that complement arguments, comments and judgements 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Meets the appropriate academic and linguistic conventions 	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME						

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 50%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

HURDLE REQUIREMENT

FEEDBACK AND REPORTING

Assessment is the process of gathering evidence from a variety of sources about learning outcomes and being able to use that information to improve learning and teaching. Evidence includes not only individual student work samples and test results, but also more global data derived from standardized tests (eg NSPLAN, ICAS, HSC etc) as well as more qualitative information generated from student self and peer evaluations, and student-parent conferences.

Feedback is a structured interaction with the student about their current learning: where they are, where they want and /or need to be and how to get there. It may be in oral or written form and may be given by the teacher, by the student's peers or take the form of self-assessment. Feedback needs to indicate learning that has been demonstrated (achieved) as well as what needs more work. For the feedback to also feed forward, comments need to provide students with strategies to guide their improvement. Feedback /reporting to and for parents is also important as they are critical stakeholders and partners in their children's learning.

Moderation is a process used by teachers to compare their judgements about student performance so that assessment is trustworthy. Teachers work together as a group to ensure that the way they use assessment grades is consistent with agreed or published standards. For A to E grades this means the grade a student receives in one school can be fairly compared to the same grade anywhere in NSW. For school-based tasks, it means the work of students in different classes can be assessed using the same success criteria to evaluate progress toward learning outcomes.

View some work samples that teachers in your subject area have aligned to grades A to E at [BOSTES](#) or [ACARA](#) workshops.

It is recommended that students read widely on how to design appropriate assessment tasks, how moderate student samples of work and how to provide effective feedback. Tutorial time will be allocated to discussing this aspect of professional competence and providing experience with the moderation and feedback process.

The assessment process consists of two components.

1. A collection of five or six authentic student texts (one can be oral, one can be visual). The number depends on the length of the text. For each text
 - ensure anonymity by removing student names and destroying the samples at the end of the course.
 - include the instructions that were given for the assessment task and indicate whether the task was intended for formative purposes or summative and formative purposes
 - annotate the task to indicate what worked well and what needs changing if it were to be used again
 - include the marking scheme/rubric for each task
 - provide annotations (with time codes if your sample is audio- or video-based) to indicate what the student has demonstrated as areas of strength and areas that need to be developed further in relation to the task
 - include a key for marking symbols
 - find out what the general expectation and/or current standards of the school/system are in relation to this subject area/topic/skill by consulting published NAPLAN/HSC/other relevant data, as well as talking to teachers, and consider where this student work is in relation to those overall expectations/standards as well in relation to their previous performance
 - provide written feedback for the student which indicates strengths and areas for improvement in relation to this work sample as well as their past performance and

overall expectations/standards. Suggest a strategy that will guide the student in his/her learning. (If the task was used summatively you can still use it for formative purposes.)

- indicate what the implications of your evaluation might be for the teacher in terms of future teaching.
2. Write a few lines that could be included in a mid-year report comment to parents. Provide enough detail to indicate to parents which aspect of the student's performance you are

STUDENT TEACHER

Name:	zID:	Date:
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Details	Method	Topic/level	
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AITSL Standard 5 Assess, provide feedback and report on student learning	Comments
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<p>A. Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning (5.1.1)</p> <ul style="list-style-type: none"> • Has the purpose of the assessment task been described appropriately? • Has the task been annotated appropriately to indicate what changes in layout, language or requirement could be improved? • Does the marking rubric/style provide diagnostic information for the student? 	
<p>B. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning (5.2.1)</p> <ul style="list-style-type: none"> • Does the feedback allow the assessment to be used for formative purposes? • Is feedback expressed in appropriate language for the age/stage of the students? • Does the feedback <ul style="list-style-type: none"> -acknowledge the student's areas of strength? -identify areas where the student needs to do more work? -indicate strategies to help the student improve? 	
<p>C. Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning (5.3.1)</p> <ul style="list-style-type: none"> • Is the difference between ranking and moderation understood? • Does the student recognise the importance of following marking guides/rubrics? • Can the student listen professionally to the opinions of others? • Does the student express his/her point of view respectfully, and provide appropriate evidence to support his viewpoint? 	
<p>D. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice (5.4.1)</p> <ul style="list-style-type: none"> • Has the student analysed and evaluated the schools' global assessment data? • Has the student collected a range of the students' past performance data? • Is the student able to interpret that data accurately to make generalizations about the specific work samples they have collected? • Is the student able to triangulate different forms of student assessment data so that they can propose appropriate modifications to learning and teaching? 	
<p>E. Demonstrate understanding of a range of strategies for reporting to students and parents/caregivers and the purpose of keeping accurate and reliable records of student achievement (5.5.1)</p> <ul style="list-style-type: none"> • Are feedback and reporting understood as separate tasks? • Do the report comments provide succinct and helpful written information to pinpoint where the student is at in his/her learning? • Has the student provided evidence that the Assessment Resource Centre (BOSTES) has been used to provide appropriate A, B, C, D, E grades? 	

Comments:

Lecturer: _____ Date: _____ Satisfactory / Unsatisfactory (circle)

NOTES:

The student work samples must be authentic. They should have been collected during Professional Experience 1 during a normal assessment task and/or provided by the method lecturer. Annotated student work samples, notes and all other written evidence of teacher education students' ability to address Standard 5 to be discussed in class and submitted by the due date.

If a student is assessed as Unsatisfactory in the feedback and reporting hurdle requirement, s/he will automatically fail Method 2 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Assessment One	Written	Within three weeks of submission
Assessment Two	Written	Within three weeks of submission
Hurdle requirement	Written	Within three weeks of submission

8. RESOURCES

Required Readings

NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW

All students must have a copy of the Business Studies syllabus:

BOSTES *Stage 6 Syllabus, Business Studies, Preliminary and HSC Courses*, June 2010

Alternatively, it is possible to download these syllabuses from the Board of Studies website www.boardofstudies.nsw.edu.au

The teaching standards detailed on the NSW Institute of Teachers website:
<http://www.AITSEL.edu.au/>

Preliminary and HSC Texts

- Preliminary Business Studies. Stephen Chapman
- HSC Business Studies. Stephen Chapman

Commerce:

Stage 4 Texts

- Stephen Chapman

Recommended Readings

Anstey, M. & Bull, G. (2006) *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005), *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

NSW DET (2003) *Quality Teaching in NSW Public Schools*, Sydney, NSW.
Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Professional websites for Business Studies and Business Studies teachers

<http://www.boardofstudies.nsw.edu.au>

The NSW Board of Studies. The BOS decides what is to be taught and examined, so it writes the syllabuses and the examinations. The main function of this site is to keep teachers, students and parents informed about syllabus development, examination information etc. There are also some useful reference material, links to various related sites and an annotated bibliography of texts relevant to the syllabus and to Business Studies and Business Studies teaching. To obtain copies of the HSC syllabuses, please go to the NSW Board of Studies website or you can buy a hardcopies for \$12.15 from the UNSW Bookshop on lower campus.

<http://www.det.nsw.edu.au>

The Department of Education and Training. The DET has the responsibility for administering and staffing government schools and producing support material which can be found at:

<http://www.curriculumsupport.education.nsw.gov.au/secondary>

<http://www.hsc.csu.edu.au>

HSC online (DET and Charles Sturt Uni site) - material for students and teachers.

www.studentnet.edu.au/aispd/index.html

The Association of Independent Schools

www.cecnsw.catholic.edu.au

The Catholic Education Commission

www.curriculum.edu.au/communities

A part of the Curriculum Corporation of Victoria website - this is a tutorial which is useful if you are uncertain of how to use the internet and/or want ideas for using the internet in the classroom, teaching students how to explore Business Studies and Business Studies sites etc. Well worth a browse.

UBSHSC economics.com.au

PROFESSIONAL ASSOCIATIONS

Economics and Business Educators Association of NSW PO Box 299 Leichhardt, NSW 2040.

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Fax: 95729534 www.ebe.nsw.edu.au