



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST6746**  
**Economics Method 2**

**Semester 2, 2017**

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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 6746 Economics Method 2 (6 units of credit)  
Semester 2 2017

## 2. STAFF CONTACT DETAILS

Course Coordinator: Greg Duggan  
Email: [g.duggan@unsw.edu.au](mailto:g.duggan@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Economics Method 2	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Monday 17:00-18:00 (Morven Brown G4)	Weeks 1-8
Tutorial/s	Monday 18:00-20:00 (Morven Brown G4)	Weeks 1-8

### **Summary of Course**

The Economics course aims to develop students' understanding and practice of learning and teaching approaches and strategies to promote the study of:

- Economics in Stage 6 - HSC Courses (Year 12)

The subject aims to provide students with the foundation skills, knowledge, understanding, values and attitudes required of an effective beginning teacher of Economics in the secondary school. This subject is closely associated with practicum. An emphasis is placed on professional aptitude and commitment, and current and innovative developments in teaching and learning, particularly with regard to the NSW Board of Studies Syllabus documents presently in use, as well as reflection on teaching practice.

### ***The main ways the course has changed as a result of student feedback:***

Assessments have both changed to reflect Method focus for S2.

### ***Important Information***

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

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

**Student Learning Outcomes**

Outcome		Assessment/s
1	Identify essential elements of the NSW Board of Studies Economics Syllabus, and strategies to support students as they transition between stages	2
2	Use strong knowledge of subject content to plan and evaluate coherent, goal-oriented and challenging lessons, lesson sequences and teaching programs which will engage all students	1
3	Set achievable learning outcomes to match content, teaching strategies, resources and different types of assessment for a unit of work in Economics	1, 3
4	Provide clear directions to organise and support prepared activities and use resources	1
5	Assess and report on student learning in Economics to all key stakeholders	2, 3
6	Identify the characteristics of an effective Economics teacher and the standards of professional practice in teaching, especially the attributes of Graduate teachers	1, 3

**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, Hurdle
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, Hurdle
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, Hurdle
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	1, Hurdle
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, Hurdle
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area	2
2.2	Organise content into an effective learning and teaching sequence	1, Hurdle
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	1, Hurdle
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	1
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas	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	1, Hurdle
3.2	Plan lesson sequences using knowledge of student learning, content and	1, Hurdle

	effective teaching strategies	
3.3	Include a range of teaching strategies	1, Hurdle
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning	1, Hurdle
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement	1, Hurdle
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	1, Hurdle
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	1, Hurdle

### ***National Priority Area Elaborations***

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

#### **4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH**

Student-centred activities will form the basis of the course. These activities will draw on the prior knowledge of the students and will allow them to engage in relevant and challenging experiences that mirror those they will be expected to design for the secondary students they will teach. The lectures and tutorials are designed to be supportive and friendly, as we believe that students are more engaged and learn better if they can have fun whilst learning.

#### **5. TEACHING STRATEGIES**

Teaching strategies used during the course will include:

- Small group cooperative learning, such as Jigsaw, to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals
- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning
- Structured occasions for reflection on learning, such as the use of learning journals, to allow students to reflect critically on and improve teaching practice and strategies
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the

diverse members of an education community, and to demonstrate their knowledge and understanding of method content.

- Online learning from readings on the Moodle website
- Specific literacy, strategies, such as written, oral, digital and visual

## 6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 July 24	<p><b>The Global Economy</b> Learning about the concepts of Economic integration, globalisation, economic growth and development</p>	The integration, relevance and use of statistical data used in writing short answer, stimulus and extended responses for Stage 6
2 July 31	<p><b>The Global Economy</b> Learning to understand the concepts of free trade and protection within a global economic framework Understanding the role of regulation and stabilisation and the role of international multilateral and bilateral organisations i.e. WTO, IMF, World Bank and FTA</p>	Constructing assessment tasks for Stage 6 Economics from formative and summative perspectives
3 August 7	<p><b>Australia in the Global Economy</b> Learning about the composition and direction of overseas trade for the Australian economy. The concept of the balance of payments and the interrelation of its components. Understanding the nature and role of the exchange rate. The consequent trends and the concept of international competitiveness, the terms of trade, foreign liabilities (debt and equity) Australia's trade policy – protection</p>	Integrating ICT in lessons to complement concurrent teacher strategies. i.e. collecting, analysing and organising information; communicating ideas using a variety of mediums
4 August 14	<p><b>Economic Issues</b> Learning about the concepts of inflation, unemployment and economic growth. Their incidence and the effects</p>	The use of diagrams or learning maps as a primary means of pedagogy – the use of visual learning
5 August 21	<p><b>Economic Issues</b> Learning about the concepts of ecological sustainability and external stability and the distribution of income and wealth</p>	<p>Student-centred learning Concept of Inquiry-based Learning serving as the basis for independent learning</p>

<p>6 August 28</p>	<p><b>Economic Management</b> Learning about Economic objectives and policies. Possible conflicts arising. The role of macroeconomic and microeconomic policies i.e. fiscal and monetary policy</p>	<p>Literacy – reading, writing, oral and visual Learning to write and present like an economist Structure, elaboration and implication</p>
<p>7 September 4</p>	<p><b>Economic Management</b> Concepts of allocative, dynamic and productive efficiency Learning about microeconomic policies Relating to microeconomic reform Labour market policies</p>	<p>Assessment, feedback and reporting (Hurdle requirement)  Understanding the concept of differentiation from a process, product and instructional strategies perspectives</p>
<p>8 September 11</p>	<p><b>Group activity</b> Collaborative task: Constructing a unit of work using a proforma</p>	<p>Hurdle requirement follow-up On line course evaluation</p>

## 7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1	2500 words	50%	2, 3, 4, 5, 6	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	A1, A5, A6, B4, B5, C3, C4, D8, D9, E3, E8, F3, F4, F6	17 August 2017
Assessment 2	3000 words	50%	1, 5	2.1, 2.5	D1, D5, D10	14 Sept. 2017
Hurdle requirement Assessment, Feedback and Reporting (HR)		Hurdle requirement	3, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	A5, C12, D8, D9, D10, D13, E6	Week 7

*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 (50%, 3 000 wd equivalent)**

The Global Economy

### Research Task

For an economy other than Australia, discuss the strategies used to promote both economic growth and development.

All Stage 6 Economics students are required to have an understanding of globalisation and economic development.

### Instructions

1. Create 4 sequenced lesson plans to be taught in conjunction with this task. They must provide a student with an introduction to the relevant content and concepts for this task. They also provide a framework for further research undertaken by the student in order to discuss the statement above.
2. Provide a set of references that would be suitable for the student to use as a basis for their research.
3. Create a marking rubric that would assess the students' understanding:

The rubric must:

- (a) Meet the directive verb requirements
- (b) Reflect syllabus outcomes
- (c) Reflect an understanding of the relevant content and required economic concepts
- (d) Meet literacy conventions
- (e) Acknowledge the quality of research undertaken

## **Assessment 2 (50%, 2 500 wd equivalent)**

Create 8 original short answer questions. 4 must come from the Economic Issues topic and 4 from the Economic Management topic.

- The questions must represent low, medium and higher order thinking skills and reflect NESA directive terms guide.
- The questions are to have an allocated mark value that is reflective of the NESA directive terms guide.
- Original exemplary answers are required for each question.
- An accompanying marking rubric is required for each question.

Create 8 original multiple choice questions. 4 must come from the topic Australia's Place in the Global Economy and 4 from the topic area Economic Policies and Management.

- The questions must represent low, medium and higher order thinking skills and be labelled accordingly.
- The 'stem' can be a question or the beginning of a sentence to be completed by the options. However, all punctuation you use must be grammatically correct for the type of stem chosen.
- Annotate the 'distractors' (incorrect answers) to show why you have included them.

Write a rationale of approximately 1 000 words outlining why the questions are appropriate for the topic; why the format of the question is appropriate for Stage 6 and how the feedback will help learners.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST 6746 ECONOMICS METHOD 2

Student Name:  
 Assessment Task: 1

Student No.:

SPECIFIC CRITERIA	(-) —————> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Sequence lessons and stages within a lesson to present content and concepts appropriately</li> <li>• Include appropriate literacy, numeracy and ICT goals</li> <li>• Acknowledgement of the context of the teaching strategies used</li> <li>• Conceptual understanding of the effectiveness of strategies and activities</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Coherence of planning to provide differentiation</li> <li>• Demonstrated understanding of the needs of diverse students</li> <li>• Insight into the goals, processes and procedures for teaching and use of ongoing formative assessment strategies to promote learning</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Incorporation and acknowledgement of professional reading when designing effective rubrics</li> <li>• Relevance of professional and/or research literature</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Coherently structured in a logical manner that meets the outcomes of the topic</li> <li>• Use of headings and relevant diagrammatical representations that complement reasoning, comments and judgements</li> <li>• Inclusion of activities to accompany lesson outlines</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Meets the appropriate academic and linguistic conventions</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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.**

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST 6746 ECONOMICS METHOD 2

Student Name:  
Assessment Task: 2

Student No.:

SPECIFIC CRITERIA	(-)	—————>			(+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Acknowledgement of key economic concepts</li> <li>• Capacity to set assessment questions targeting a range of thinking skills</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• The currency of the economic events</li> <li>• The criteria of making an assessment /judgement</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Use of relevant economic data</li> <li>• Integration of the data to support the assessment question</li> <li>• Logical sequence of questions within each assessment type</li> </ul>					
<b>Structure and organisation or rationale</b> <ul style="list-style-type: none"> <li>• Paragraphing</li> <li>• Logical development in terms of coherence and analysis</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Meets the accepted standards of writing a rationale</li> <li>• Questions use correct grammar, punctuation, spelling and layout</li> <li>• References – Harvard Referencing</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**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

### ASSESSMENT, 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 NAPLAN, 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 to 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 sentences 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 commenting on. Add A, B, C, D or E to align with the advice and work samples provided by BOSTES and ACARA.

**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.**



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

Lecturer:

Date:

Satisfactory / Unsatisfactory (circle)

## 8. RESOURCES

### **Required Readings**

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

All students must buy copies of the Economics syllabuses:

NSW Board of Studies, *Stage 6 Syllabus, Economics, Preliminary and HSC Courses*, June 2010 and 2009

Alternatively, it is possible to download these syllabuses from the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

The teaching standards detailed on the BOSTES website: <http://www.nswteachers.nsw.edu.au/>

### **Preliminary and HSC Texts**

- HSC Economics. Tim Riley publication
- HSC Economics. Tim Dixon publication

### **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 Economics and Economics 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 Economics and Economics teaching. To obtain copies of the HSC syllabuses, please go to the NSW Board of Studies website or you can buy a hardcopies from the UNSW Bookshop on lower campus.

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

The Department of Education and Communities. The DEC 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/Economicsand Economics/index>

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

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

The Association of Independent Schools

[www.cecnsw.catholic.edu.au](http://www.cecnsw.catholic.edu.au)

The Catholic Education Commission

[www.curriculum.edu.au/communities/Economicsand Economicshednet/howto.htm](http://www.curriculum.edu.au/communities/Economicsand Economicshednet/howto.htm)

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 Economics and Economics sites etc. Well worth a browse.

#### **PROFESSIONAL ASSOCIATIONS**

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

**Tel:** 95726900

**Fax:** 95729534 <http://www.ebe.nsw.edu.au>