UNSW SYDNEY Arts & Social Sciences

School of Education

EDST6715
Business Studies Method 1

Semester 1, 2018

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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
EDST6715 Business Studies Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator:	Peter Loizou
Email:	loizoup@sbhs.nsw.edu.au
Phone:	02 9662 9300 ext 441
Availability:	Email for an appointment

3. COURSE DETAILS

Course Name	Business Studies Method 1
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course
This course is designed to inculcate and infuse the student with a theoretical and practical understanding of the current BOSTES Business Studies curriculum, pedagogy and assessment strategies. Complementing this is the need to honour the concept of differentiation, equity, cultural diversity and acknowledging and incorporating various forms of literacy into classroom practices and activities.

Based on last year's student feedback, the following course changes have been made:

- Greater use of ICT, including Moodle for readings and other documents
- More formative feedback both in class and via Turnitin for assignments

Important information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.
Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome		Assessment
1	Identify foundational aspects and structure of the NSW Board of Studies Drama Syllabus and the depth of subject knowledge required to implement the syllabus	1, 2
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds	1, 2
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment	1, 2, 3
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities	1, 2, 3
5	Design and evaluate formative assessment strategies and use assessment information to improve learning	1, 2, 3
6	Practise the ethical and professional values expected of teachers	1, 2, 3

AITSL Professional Graduate Teaching Standards

Standard		Assessment
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning	2
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching	1, 2, 3
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, 2
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	2
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, 3
2.2	Organise content into an effective learning and teaching sequence	1, 2, 3
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans	2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages	2
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	1, 2

	opportunities for students	
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	1, 2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies	1, 2, 3
3.3	Include a range of teaching strategies	1, 2
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	3
3.6	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning	2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1, 2, 3
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions	3
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour	3
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	2
5.1	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning	1, 2
5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning	(Sem. 2)
5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice	(Sem. 2)
6.2	Understand the relevant and appropriate sources of professional learning for teachers	(Sem. 2)
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices	1, 2, 3
7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession	1, 2, 3

National Priority Area Elaborations

Priority area	
Aboriginal and Torres Strait Islander Education	1,5
Classroom Management	1,2,4
Information and Communication Technologies	3, 4,7,8,9,10
Literacy and Numeracy	3,4,7,8,9,10
Students with Special Educational Needs	3,14
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The course aims to develop and foster a capacity for each student to effectively teach business studies that meets the syllabus content and skills outcomes. The lectures and tutorials will emphasise and deliver content knowledge, where the delivery will be demonstrated through a range of strategies where the primacy is on understanding- a capacity to take knowledge and expressed it in different forms or mediums i.e. written, verbal, and or visual.
Focus will be on the use and appropriateness of teacher centred and student focused strategies. But these are set against a background of differentiation, equity and social inclusion.

5. TEACHING STRATEGIES

- Explicit teaching- lectures, where content will be delivered
- The use of cooperative or collaborative strategies where the emphasis on teamwork and student-centred learning
- Visual thinking strategies and visual tools
- Formative assessment strategies
- Peer assessment and teaching
- The use of ICT
- Thinking routines
- Peer tutoring and reciprocal peer tutoring

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 26 Feb – 2 Mar	**Understanding Stage 5 Commerce and 6 Business Studies** • Outcomes based Syllabus Concepts • Pedagogical Frameworks • Teaching for Understanding • Understanding by Design • Quality Teaching Framework • School Excellence Framework • Teaching for Understanding ***Topic: The Nature of Business*** • *The role of business* • *Types of Business*	**Personal and Course Goals in doing the course** Teaching strategies in relation to the Preliminary Business Studies course. Important factors contributing to improving student learning outcomes. John Hattie. Linking understanding and thinking strategies in relation to syllabus topic areas. **National Priority Area Elaborations** **A.1, 4, 5. B. 1, 5.**
2 5 Mar – 9 Mar	**Teaching strategy philosophies** • Teacher Directed • Student Centred • Discussion • Co operative ***Topic: Influences on the business environment***	**Designing a unit of work** • Pedagogical framework • Rationale • Goals setting • Teaching strategies • Differentiation • Formative and summative assessment Programming and the development of lesson plans and their construction in relation to achieving the course's outcomes. The classroom experiment - Dylan Wiliam **National Priority Area Elaborations** **E.6, 7 C. 1, 2, 3, 4, 5, 6. D.17, 18, 19**
3 12 Mar – 16 Mar	**Literacies** used in the teaching of the Preliminary Business Studies Course. Examples: The use of general capabilities ***Topic:*** **Business growth and decline**	The integration and application of these literacies (general capabilities) into teaching strategies and practices relevant to Business Studies **National Priority Area Elaborations** **D. 1, 2, 3, 4, 7**
4 19 Mar – 23 Mar	Teaching strategy: Co-operative learning **Topic*:* Business growth and decline** (Continued)	**The use of jigsaw as a means of cooperative learning** **Differentiation** Application of differentiation to teaching, units of work and lesson plans reflecting intellectual and cultural diversity cultural present in the classroom. **National Priority Area Elaborations** **D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5**
5 26 Mar – 30 Mar	***Topic: Management processes*** • Marketing • Finance	**Visual tool kit – Visual literacy. Examples Infographics, Powerpoint, Prezi** **National Priority Area Elaborations**

	• Accounting	**D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5**
Mid-Semester Break (30th March – 8th April)		
6 9 Apr – 13 Apr	**Topic: Assessment** • Its link to teaching and learning • The role of evaluation • Scope and sequence of assessment – Business Studies • The planning of assessment tasks • Literacy and Numeracy in Business Studies	**Assessment *for* and *of* learning** • Process • Product • Thinking strategies • Questioning • Jigsaw • Mindmapping • Assessment *of* learning: using summative assessments for formative purposes (strategies to be used) **Assessment 1 due week 6** **National Priority Area Elaborations** **D. 8, 9, 10, 11 E.6,7**
7 16 Apr – 20 Apr	***Topic: Management Process*** (Continued) • Operations • Human resources • Visual literacy • Thinking tools	Application of visual literacy and thinking tools to teaching, learning and assessment **National Priority Area Elaborations** **D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5**
8 23 Apr – 27 Apr **ANZAC Day 25th April**	***Topic: Managing change effectively*** • The application of case studies • Possible business responses to change	The role of differentiation- process and product **National Priority Area Elaborations** **E.6, 7 D.17, 18, 19**
9 30 Apr – 4 May	***Topic: The business planning process*** ***The construction of hypothetical case studies***	The construction and use of case hypothetical studies **National Priority Area Elaborations** **D. 1, 2, 3, 4, 7, 15 E.6, 7 C.1, 2, 3, 4, 5**
10 7 May – 11 May	**Topic: The critical issues in business success and failure** **Professional Experience Expectations**	The construction of summative assessment tasks **National Priority Area Elaborations** **D. 1, 2, 3, 4, 7, 1 E.6, 7 C.1, 2, 3, 4, 5** **Assessment 2 due week 11**
Professional Experience **4th June – 29th June 2018**		

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
1: Lesson Plans	2 000 words	40%	1, 2, 3, 4, 5	1.3,1.8,3.1, 4.2,5.4	A.1, B.1, 2, 4. C.3, 4, 7, 8, 9,10 D, 1, 4, 9,12 E.3	9 April 2018 5pm
2: Unit Outline	3 500 words	60%	1, 2, 3, 4, 5	1.2,1.5, 2.1, 2.2, 2.3	A.1, 5. B.1, 2, 4. C 3, 4, 7, 8 D. 1, 4, 9 E.3, 14	28 May 2018 5pm
3: Microteaching	10 minutes	S/U	3, 4, 6	2.1, 2.2, 2.5, 3.1. 3.5, 4.2, 6.3	D	As allocated in tutorials

*Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students 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: Lesson plan

One full lesson plan (2,000 words equivalent).

S1 Assessment 1

Plan and design one 60-minute lesson for a mixed-ability Stage 5 class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?

2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group
- support your rationale using references indicating your professional reading
- choose appropriate outcomes and lesson content
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full <u>one</u> activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

Assessment Criteria for the written component

- design effective lesson sequences suitable for a variety of Stage 5 students
- plan a logical, sequential, cohesive unit of work
- write with clarity and accuracy of written expression in sufficient detail to show understanding of each activity
- use a variety of drama pedagogies appropriate to the material to be delivered
- show knowledge of the NSW Commerce syllabus and curriculum documents

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6715 BUSINESS STUDIES METHOD 1

Student Name: Student No.:
Assessment Task 1: Lesson Plans and Microteaching rationale

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning. • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Business Studies • reflection engages with strengths and weaknesses of successful teaching					
Depth of analysis and/or critique in response to the task • ability to plan and assess for effective learning by designing a detailed lesson on the given pro-forma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act • lesson plan, structure and resources consistently link to syllabus topics and outcomes • lesson plan shows evidence of analysis of syllabus and pedagogical requirements					
Familiarity with and relevance of professional and/or research literature used to support response • reference specifically made to material, research and ideas presented in Business Studies method lectures, readings from the prescribed text and other sources such as the Professional Experience lectures on diversity					
Structure and organisation of response • Uses SED lesson plan template, completing all sections in sufficient detail to show your intentions for student learning • All requirements have been demonstrated					
Presentation of response according to appropriate academic and linguistic conventions • Meet appropriate academic and linguistic conventions such as English language that demonstrates control and confidence					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**

Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

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

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10-minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10-minute mini-lesson

Microteaching Lesson Plan: All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

Microteaching: This will be assessed according to the attached criteria and will be graded as **Satisfactory or Unsatisfactory.** Any student whose first micro-teaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 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.

Microteaching Feedback Form

UNSW AUSTRALIA

STUDENT TEACHER		
Name:	zID:	Date:

Details			
Method		Topic/level	

Standards	**Comments**
A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2) • Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1) • Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1) • Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1) • Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1) • Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1) • Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)	
B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3) • Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1) • Were instructions, explanations and questioning techniques effective? (3.3.1) • Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1) • Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)	
C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4) • Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1) • Were activities well organised and direction clear? (4.2.2) • Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)	
Comments	

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

ASSESSMENT 2	3,500 words equivalent	Weighting: 60%

S1 Assessment 2

Prepare an outline for a unit of work for a Stage 6 Preliminary class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

Provide a brief outline of the school and class context

state precisely what you want the students to learn and why it is important

justify your choice of topic/text to suit the needs and abilities of this class

justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework

demonstrate how differentiation will support a diverse range of learners

state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

Include in your unit outline:

- the learning intentions for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity

outlines only for the other teaching materials required.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6715 BUSINESS STUDIES METHOD 1

Assessment Task 2: Unit Outline

SPECIFIC CRITERIA	(-) ⟶ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key terms and concepts. • Demonstrates knowledge of resources that will engage and extend all students. • Shows evidence of critical analysis and reflection. • Clear statement of syllabus outcomes. • Lesson goal(s) clearly linked to syllabus outcomes and chosen strategies. • Effective use of individual and group activities to address teaching and learning goals.					
Depth of analysis and/or critique in response to the task • Ability to plan and assess for effective learning by designing a detailed unit of work on the given proforma, using knowledge of the NSW syllabus documents or other curriculum requirements of the Education Act. • Rationale linked to outcomes in the syllabus. • Reasons for the choice of teaching and learning strategies effectively explained. • Demonstration of knowledge, respect and understanding of the social, ethnic, cultural and religious backgrounds of students and how these factors may affect learning.					
Familiarity with and relevance of professional and/or research literature used to support response • Reference specifically to material, research and ideas presented in Legal Studies method lectures, readings from the prescribed text and other sources, relevant lectures from the Combined Method Lecture series and from the Professional Experience lectures on diversity.					
Structure and organisation of response • Appropriateness of overall structure. • Clarity and coherence of organisation, including use of section headings and summaries to enhance readability.					
Presentation of response according to appropriate academic and linguistic conventions • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: **Date:**

Recommended: **FL PS CR DN HD** **Weighting:** **60%**

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.**

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1 Lesson Plan	Written via Turnitin	23th April
Task 2 Unit of Work		30th May
Task 3 Microteaching	Written and Verbal	One week following the lesson

8. RESOURCES

Resources

The Flipped Classroom,
http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html

TPACK (created by Dr. Matthew Koehler and Dr. Punya Mishra http://www.tpack.org/), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

S A M R (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

Rural & Distance Education NSW: A local resource presenting both frameworks,
http://rde.nsw.edu.au/tpack-samr

Teaching Teachers for the Future - What is TPACK? http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html

Reflections of pre-service teachers, http://www.ttf.edu.au/psts-talk.html; this series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog http://edublogs.org/ to create and share resources and lessons they create.

Required Readings
Chapman. Business Studies- Preliminary and HSC Course texts to be advised during tutorial 1

All students must buy a copy of the Business Studies syllabuses:
NSW Board of Studies, Stage 6 Syllabus, Business Studies, Preliminary and HSC Course,

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

Or you can buy a hardcopy for from the UNSW Bookshop on lower campus.

Readings on the UNSW Moodle website.

The teaching standards detailed on the AITSL Professional Graduate Teachers website: http://www.teacherstandards.aitsl.edu.au

Further Readings

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

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

Barry, K. and King, L. (1998) *Beginning Teaching and Beyond,* (3rd Edition). Social Science Press: Katoomba.

Cowley, S (2010) *Getting the Buggers to Behave.* Continuum Publishing Group: London

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

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

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
Marsh, C (2004) *Becoming a Teacher,* Longman: NSW, Frenchs Forest (5rd Edition)

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.

Marsh, C (2004) Becoming a Teacher, Longman: NSW, Frenchs Forest (3rd Edition).

Barry, K. and King, L. (1998) Beginning Teaching and Beyond, (3rd Edition). Social Science Press: Katoomba.

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession.* Cambridge University Press

Wiggins, G and McTighe, J (1998) Understanding by Design. Alexandria, VA USA: Association for Supervision and Curriculum Development (ASCD)

Also:

Hattie, J. (2013). *Visible Learning.* London: Routledge.

Hattie, J. (2013). *Visible Learning for Teachers.* London: Taylor & Francis Ltd.

Hattie, J., & Yates, G. (2013). *Visible Learning and the Science of How We Learn.* London: Taylor & Francis.

Jordan, A., Carlile, O., & Stack, A. (2009). *Approaches to Learning: A Guide for Teachers.* Milton Keynes: Open University Press.

Ritchart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible How to Promote Engagement, Understanding, and Independence for All Learners.* London: John Wiley and Sons.

Wiliam, D., & Leahy, S. (2015). *Embedding Formative Assessment : Practical Techniques for K-12 Classrooms.* United States: Learning Sciences International.

Professional Association

Economics Business Educators

http://www.ebe.nsw.edu.au