

**School of Education**

**EDST6715  
Business Studies Method 1**

**Term 1, 2019**





## STUDENT LEARNING OUTCOMES

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Outcome

Assessment/s

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Identify

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2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
3.3.1	Include a range of teaching strategies
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

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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) *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.

Barry, K. and King, L. (1998) *Beginning Teaching and Beyond*,



## **Assessment Details**

### **Assessment 1: lesson Plan**

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

Plan and design one 60-minute lesson for a mixed-

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

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET  
EDST6715 BUSINESS STUDIES METHOD 1

Student Name:

Student No:

Assessment Task 1: Lesson Plan

<b>SPECIFIC CRITERIA</b>	(-)  (+)
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**Understanding of the question or issue and the key concepts involved**



