



School of Education

EDST6716
Economics Method 1

Term 1 2021

Contents

1.

STUDENT LEARNING OUTCOMES

Outcome	
1	Identify foundational aspects and structure of the NSW Board of Studies Economics Syllabus and the depth of subject knowledge required to implement the syllabus
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
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
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practise the ethical and professional values expected of teachers

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.
1.4.1	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
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2.1	Organise content into an effective learning and teaching sequence.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres strait Islander histories, cultures and languages.
2.5.1	Know and understand literacy and numeracy teaching strategies and their

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

NATIONAL PRIORITY AREA ELABORATIONS

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

<p>7 (29 March)</p>	<p>General Capabilities</p> <p>Literacies used in the teaching of Preliminary Economics Numeracy and ICT in Economics How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students</p> <p>Topic: Financial Markets</p>	<p>How to use ICT to engage students with subject content</p> <p>Importance of visual literacy</p> <p>Developing culturally responsive teaching strategies and resources</p> <p>Microteaching</p>
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Week 8 Method Break

9
(12 April)
(To be
decided –
online or
asynch)

7. RESOURCES

Essential Documents

NESA (2009) Economics Stage 6 Syllabus and supporting documents.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/economics>

Australian Professional Standards for Teachers

<https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf>

Required Readings

Riley, T. Year 11 Economics 2021

OR

Dixon, T. and O'Mahony, J. The Market Economy 2021

Accompanying Workbooks are also very useful.

Recommended Reading

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

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

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment Task 1: Lesson plan	c. 2000 words	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10	

Assessment Details

Assessment 1: Lesson plan for mixed ability Year 11 Economics class

(c. 2000 words, weighting 40%)

Plan and design one 60-minute lesson for a mixed-ability Stage 6 Preliminary 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

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Assessment 2: Unit of work for HSC Preliminary Economics course

(c. 3500 words, 60% weighting)

This assessment focuses on the **programming of ONE (1) of the HSC Preliminary Economics topics (See Stage 6 Economics Syllabus)**. **Note: The unit of work can only be based on topics 3-6.** The unit of work should cover the first five lessons; however, you are not preparing full lesson plans

Context of the unit of instruction

This class is 247ix Tm0 G [226 82W3210 5 09 Ttp) JTs ETQq 0.00008871 0 595 22 811 021vW* nB /F1 10.02 Tf1 0 school. Thirty per cent of the students are from a non-English speaking background. There are several Indigenous Australian students in the class and students from the Pacific Islands.

A diverse range of religious and cultural groups are represented in this class. A small number of students in this class demonstrate challenging behaviours.

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.

The unit program is a standard format explained and investigated during lectures and tutorials. You will receive a suggested template for the unit of work in class and this will be available via Moodle.

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.

In the unit you design, you will be asse4(n00888 Tc[one])TETQq0.02 332.12 Tm0 G [)TETQq0.00008871 0 5

HURDLE REQUIREMENT

ASSESSMENT 3: MICROTEACHING

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. Assessment 1 - The detailed **lesson plan using the prescribed SED template**, including a statement of expected learning outcomes. The part of one of the lesson used for Microteaching **must** have a literacy or numeracy focus suitable for the content of Economics. You must derive lessons from **HSC Preliminary Economics topics (See Stage 6 Economics Syllabus)**.
2. A 10-minute mini-lesson, including a self-reflection based on feedback from your lecturer and from peers.

Micro teaching lesson plan: Derived from the detailed lesson plan. Students can submit to the method lecturer their proposed lesson plan from Week 3. This will be returned with comments on the suitability of the proposal. Microteaching presentations begin week 5.

Microteaching: This will be assessed according to the attached criteria and will be graded as

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Student Name:
 Assessment Task 1: **Lesson planning**

Student No.:

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question</p> <p>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.</p>					
<p>Depth of analysis and/or critique in response to the task</p> <p>Ability to plan and assess for effective learning by designing detailed lesson plans on the given template, 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.</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Reference specifically to material, research and ideas presented in E</p>					

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Student Name:
Assessment Task 2: **Unit outline**

SPECIFIC CRITERIA

Student No.:

(-) —————> (+)

