

# TEAC 3059 COMMERCE & WORK EDUCATION CURRICULUM 7-10

## Credit Points 10

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**Description** This subject examines and models effective contemporary classroom practice in teaching Commerce 7-10 and Work Education 7-10. The specifics of the relevant NSW Education Standards Authority Years 7-10 Syllabuses and links with the primary and senior secondary curriculum are analysed and critiqued. Emphasis will be placed on principles underlying Commerce and Work Education teaching to develop innovative lesson and unit planning, choose relevant and creative texts and how to create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of inquiry, concepts and skills relevant to the HSIE discipline will be presented.

**School** Education

**Discipline** Curriculum Studies

**Student Contribution Band**

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 3 subject

**Pre-requisite(s)** TEAC 2004

## Restrictions

Students must be enrolled in 1939 Bachelor of Education (Secondary).

## Assumed Knowledge

Successful completion of 40 credit points of accounting, business, economics, finance, law, or marketing subjects in the Secondary Business Studies Education major.

## Learning Outcomes

After successful completion of this subject, students will be able to:

1. Demonstrate understanding of NSW Education Standards Authority Commerce & Work Education 7-10 and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate understanding of inquiry pedagogical theories and approaches used in teaching Commerce such as Civics and Citizenship, Sustainability, Aboriginal and Torres Strait islander perspectives and cultural capacity.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of junior assessment instruments that use valid, reliable and consistent judgements of student learning.
5. Design and select innovative teaching resources that apply a critically reflective approach to teaching Commerce & Work Education and include opportunities to develop students' inquiry skills.

6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.

7. Reflect and research professional learning to develop the discipline of Commerce & Work Education.

## Subject Content

- What is the nature of Commerce & Work Education in the early and middle years of secondary education? How is the subject linked to what is taught in primary school and in of secondary education?
- How are current educational policies and priorities with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, addressed in the teaching of Commerce & Work Education?
- What are the inquiry pedagogical theories and concepts used in teaching Commerce such as Civics and Citizenship, Sustainability, Aboriginal and Torres Strait islander perspectives and cultural capacity?
- How are lessons planned, units written and learning scoped and sequenced in the subject?
- Why is it necessary to differentiate teaching in the subject? How do teachers go about differentiation?
- How do teachers keep students safe during teaching in the subject?
- How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
- How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
- What records do teachers keep? How are those records used in reporting student performance and in particular used towards awarding the Record of Student Achievement (ROSA)?
- In what ways has educational research contributed to the teaching and student learning of the subject?
- What options are open to pre-service teachers to continue to learn about Commerce & Work Education?

## Prescribed Texts

- NSW Education Standards Authority [NESA]. (2019) Commerce 7-10 Syllabus. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019> (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019/>)
- NSW Education Standards Authority [NESA]. (2019). Work Education 7-10 Syllabus. <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019> (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019/>)