

EDUC90431 Learning Area Business Studies 1

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 170 hours
Prerequisites:	Teacher Candidates must meet the minimum academic study requirements for teaching in specialist areas, in accordance with the Victorian Institute of Teaching's Specialist Area Guidelines (http://www.vit.vic.edu.au/finditfast/Teacher-education-programs/Pages/Assessmentofqualifications.aspx), for entry into this subject.
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison website: http://www.services.unimelb.edu.au/disability
Coordinator:	Dr Daniela Acquaro, Ms Aranka Dalglish
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	<p>This subject develops teacher candidates' understanding of the place of Business Studies in the Australian secondary curriculum and the various factors that impact upon its implementation in school contexts.</p> <p>Curriculum frameworks such as AusVELS, VCE and the Australian Curriculum for business related subjects in Years 7 to 12 will be examined to enhance teacher candidates' disciplinary knowledge and skills and widen their appreciation of the role that literacy; numeracy and language play in teaching and learning within business related subjects. These subjects include commerce, civics and citizenship related studies at Years 7 to 10 and subjects such as Accounting; Business Management; Economics and Legal Studies in the later years.</p> <p>Consumer, civic and financial literacy demands of these subjects will be explored together with consideration of how numeracy can enhance student understanding in subjects such as Economics and Accounting.</p> <p>Teacher candidates will develop their knowledge of how to plan for, and implement, lessons by utilising student data and assessment evidence to inform their practice and better cater for student diversity in a business studies classroom. Assessment practices will be considered in greater depth in EDUC90432 Business Studies Learning Area 2. A variety of pedagogical strategies and resources will be examined to support student learning in business related subjects.</p> <p>Reflection on teaching practice in the learning area will be facilitated through collegiate interaction and self evaluation to identify areas for future professional growth and development in the teaching of business related subjects.</p>
Learning Outcomes:	<p>On completion of this subject, teacher candidates will have the knowledge, skills and understanding to enable them to:</p> <p># Appreciate the impact of policy and legislation on business related subjects</p>

	<ul style="list-style-type: none"> # Understand the role of literacy and numeracy in business related subjects # Analyse student data to identify learning needs and abilities in business related subjects # Develop appropriate lessons in accordance with curriculum frameworks for business related subjects by utilising discipline knowledge # Examine a range of pedagogical strategies and resources in business related subjects to foster student learning # Demonstrate professional collegiality to support the development and learning of students # Reflect on their professional practice as educators in business studies # Identify areas for further professional growth in business studies teaching practice <p>The subject covers a range of the National Professional Standards for Teachers (for Graduate Teachers).</p> <p>In particular, the subject will contribute to students attaining the following standards:</p> <ul style="list-style-type: none"> 1.2 Understand how students learn 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organisation 2.5 Literacy and numeracy strategies 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 4.2 Manage classroom activities 5.4 Interpret student data 6.3 Engage with colleagues and improve practice
Assessment:	There are 2 assessment tasks: Assessment Task 1: Micro Teaching (1600 words equivalent) due mid semester, 40% Assessment Task 2: Annotated Learning Sequence (2400 words) due end of semester, 60% Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prescribed Texts:	Collection of readings.
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject, teacher candidates will:</p> <ul style="list-style-type: none"> # Understand secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment # Develop in-depth knowledge of the complexity and diversity of secondary students' learning and development # Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge # Be able to intelligently and creatively plan, implement and critique mandated curriculum # Be able to use data to identify and address the learning needs and capacities of individual students # Shape and deliver responsive and inclusive curricula # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	<p>Master of Teaching (Secondary)</p> <p>Master of Teaching (Secondary)</p>