

The **E** **B** **E** **Journal** 2016 – Issue 2

Journal of the Economics and Business Educators New South Wales



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The EBE Journal

JOURNAL OF THE ECONOMICS AND BUSINESS
EDUCATORS NEW SOUTH WALES

2016 – Issue 2

A call for articles

There is always a need for articles for The EBE Journal.

Articles are invited from teachers in schools and academics in universities.

Contributing to the journal is one way to demonstrate the Australian Professional Standards for Teachers at any of the four career stages – Graduate, Proficient, Highly Accomplished or Lead. It is also an effective way to engage in professional dialogue and sharing with other teachers.

Copies of published articles can be attached to your C.V.

ALL ARTICLES AND/OR ENQUIRIES SHOULD BE DIRECTED TO:

The Editor
Economics and Business
Educators NSW
3B Smalls Road Ryde NSW 2112
Phone: (02) 9886 7786
Fax: (02) 9886 7673
Email: admin@ebe.nsw.edu.au

Articles may be emailed with text double spaced and proof read. Please ensure that all tables, diagrams and figures included with your paper are of a suitable quality for reproduction.

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President's Report

Joe Alvaro, EBE NSW President

Welcome to Issue 2 (2016) of The EBE Journal – Journal of the Economics and Business Educators NSW. I hope you will be able to engage in some professional reading and some professional growth through the journal.

2016 EBE NSW Annual General Meeting – 12th December 2016

As a result of the elections held as part of the EBE NSW Annual General Meeting on 12th December 2016, the Board of Directors for 2016/2017 are:

President: Mr Joe Alvaro
(De La Salle College Revesby Heights)

Vice-President: Ms Cheryl Brennan
(Calderwood Christian School)

Vice-President: Vacant

Treasurer: Mr Matthew Parsons
(Saint Ignatius' College Riverview)

Director: Mr Ben Andersen
(Engadine High School)

Director: Mr Andrew Athavle
(William Carey Christian School)

Director: Mr Nicholas Gliddon
(Knox Grammar School)

Director: Mr Greg Hannelly
(St Edward's College)

Director: Ms Wendy Mockler-Giles
(Lumen Christi Catholic College)

Director: Ms Mai Ni Pham
(Hurlstone Agricultural High School)

Director: Mr Glenn Walker
(Knox Grammar School)

Director: Mr Nicholas Ward
(Ryde Secondary College)

Glenn Walker was appointed Company Secretary at the EBE NSW Board meeting following the 2016 EBE NSW AGM.

The President's Report to the 2016 EBE NSW AGM has been published in this edition of the journal.

The EBE NSW Financial Statements for the year ended 30 June 2016 were not available at the time of the 2016 EBE NSW AGM due to unforeseen circumstances. The statements will be communicated to members in 2017.

Welcome to our new Board members, Ben Andersen, Nicholas Gliddon and Wendy Mockler.

At the 2016 EBE NSW AGM we farewelled and awarded EBE NSW Life Membership to two long serving Directors on the EBE NSW Board – Kate Dally and Bronwyn Hession. Both educators have made outstanding contributions to the association as Directors and they will be missed. Thank you to Kate and Bronwyn for their experience, time, efforts and passion for quality teaching and learning in schools.

We have a diverse Board this year consisting of outstanding educators in the areas of Economics, Business Studies, Legal Studies and Commerce from government and non-government schools to keep the association moving forward for another year. There are some vacancies on the Board. If you are interested please contact EBE NSW. The Board of Directors meet twice during each school term. If you have any questions and/or suggestions that you would like the Board to consider, please email admin@ebe.nsw.edu.au.

Thank you to all the educators this year who will serve our members as EBE NSW Directors and advance quality teaching and learning through the association.

EBE NSW Membership renewals due now

Thank you to members who have renewed their membership for 2017. Be sure to renew your membership before 1 April 2017 when 2016 memberships will end. Membership forms are available on the EBE NSW website for people wanting to become a member of EBE NSW. The following membership categories are available:

- Individual
- Individual (with Remote Rebate)
- School/Library

- Business/Corporate
- Concessional (for casual/temporary teachers, retired teachers and student teachers)

Please contact the EBE NSW office if you have any questions about your membership status.

2017 EBE NSW Calendar of Events

The 2017 EBE NSW Calendar of Events can be found on the EBE NSW website. Be sure to save the dates in your diary. EBE NSW has high quality professional development courses planned for 2017, responding to the needs and suggestions of our members using the data gained from our past professional development courses which are regularly evaluated by attendees and the Board of Directors.

Save the date: 2017 EBE NSW Annual Conference

Economics and Business Educators NSW is pleased to announce that it will be hosting its Annual Conference on **Friday 21 July 2017** at a new, larger venue: the Dr Chau Chak Wing Building, Business School of the University of Technology, Sydney.

The theme this year is *New Frontiers: Economics and Business Education in an Era of Innovation*.

After last year's sell-out conference, add the date to your calendar to make sure you do not miss this opportunity. There will be keynote speakers, an expanded offering of over twenty workshops to choose from, exhibitor displays, resources and networking opportunities.

More details about the conference program will be available on our website.

2016 EBE NSW CPA Plan Your Own Enterprise Competition

EBE NSW recognised the Plan Your Own Enterprise (PYOE) NSW winners at the annual NSW awards ceremony on 5 October 2016 at the Sydney office of CPA Australia together with Mr Joshua Ang, Relationship Manager – Education and Business Development, CPA Australia.

At the ceremony, prizes and certificates were

awarded to the NSW student winners and their schools. Parents were in attendance as well to celebrate the success of their child, as well as teachers.

Congratulations to the following winners and their teachers from NSW:

- Division 1 (Individual entry) – Sarah Matthias from Loreto Normanhurst for her business plan "Waffles on Wheels" (Teacher: Mr Matt Kohlhagen).
- Division 2 (Group entry) – Ashna Kapoor, Anna Michael and Ashley Oliver-Sjahry from MLC School Burwood for their business plan "ZIPCharge" (Teacher: Ms Allison McCulloch).

The Plan Your Own Enterprise Competition NSW Division 1 winner, Sarah Matthias, represented NSW at the national PYOE awards ceremony in Melbourne on 13 October 2016 held by Business Educators Australasia. Sarah was flown to Melbourne for the national awards ceremony and joined the Division 1 finalists from the other states and territories of Australia. Sarah was successful in being the national Division 1 winner. Well done to Sarah on this significant achievement at a national level.

Thank you to EBE NSW Director, Nicholas Ward, for taking on the role of PYOE NSW Coordinator this year and for all his time and effort in ensuring the competition in NSW was a success.

Congratulations to all the winners. Thank you to all the students who entered the competition this year and the teachers who inspired and encouraged their students to enter this prestigious competition.

Full details about next year's competition can be found on the EBE NSW website.

NSW Premier's Teacher Scholarships for Commerce, Economics or/and Business Studies teachers

Applications are invited from Commerce, Economics and/or Business Studies teachers in Government, Catholic or Independent Schools and TAFE NSW Institutes across New South Wales for two 2017 Premier's Teacher Scholarships to undertake a five week study tour.

All school teachers and TAFE NSW teachers should plan for their study tours to occur between the period from the 1st of January 2018 up until the 30 June 2018. The two scholarships being offered to Commerce, Economics and/or Business Studies teachers are:

- Premier's Reserve Bank of Australia Economics Scholarship (One scholarship of \$15,000 will be awarded in 2017)
- Premier's First State Super Financial Literacy Scholarship (One scholarship of \$15,000 will be awarded in 2017)

More information is available on the EBE NSW website. Applications for the NSW Premier's Teachers Scholarships close on Friday 5 May 2017.

2016 Board of Studies, Teaching and Educational Standards NSW HSC Business Studies, Economics and Legal Studies Examinations

EBE NSW is interested to hear from members about what they thought about the 2016 Board of Studies, Teaching and Educational Standards NSW HSC Business Studies, Economics and Legal Studies Examinations. Any problems? Strengths? Please email feedback to admin@ebe.nsw.edu.au.

Well done to all our members who were HSC markers this year. It is always a challenging activity to engage in on top of all the other demands during Term 4. However, I believe HSC marking is one of the most valuable and effective professional development activities that teachers can participate in. I encourage any teachers who have not experienced HSC marking to apply to become an HSC Marker in 2017.

EBE NSW will be providing HSC Examination Review Workshops at our 2017 Annual Conference. This analysis will enable teachers to reflect on the 2016 HSC Examinations and use them to improve student learning outcomes and examination technique for their students.

Contributions to "The EBE Journal"

All members are invited to submit an article for publication in "The EBE Journal" (please email us at admin@ebe.nsw.edu.au). Further information about submitting an article can be found in this edition of the journal on page 3. Contributing to the journal is one way to demonstrate the Australian Professional Standards for Teachers at any of the four career stages – Graduate, Proficient, Highly Accomplished or Lead. It is also an effective way to engage in professional dialogue and sharing with other teachers. Thank you to everyone who has contributed to this edition of the journal. I also thank EBE NSW Director Mai Ni Pham for all her good work as Editor of this edition of the journal.

EBE NSW Helpdesk

As always EBE NSW Directors are available to members for advice and assistance (helpdesk@ebe.nsw.edu.au) in relation to the teaching and learning of Business Studies, Commerce, Economics and Legal Studies.

It has been a privilege to meet and work with our members this year as we strive to provide quality Economics, Business Studies, Legal Studies and Commerce lessons to the students of NSW.

The strength and sustainability of our profession is directly related to the quality of our teachers. That is why the quality of our teachers through professional development remains one of the highest priorities of EBE NSW. So it was pleasing to see many members participate enthusiastically in our many professional development courses this year.

I would like to thank the EBE Board of Directors who generously offer their time and expertise as we work around our three Strategic Pillars in the Strategic Plan 2015 –2017 of EBE NSW – "professional growth", "networking" and "advocacy". This work will continue in 2017. I am very grateful for the support of our office staff at Ryde and thank Annette Davies and Alan Hearle for all their work this year.

Joe Alvaro
President –
Economics and Business Educators NSW

EBE NSW News

Year 12 HSC Business Studies teachers attend EBE NSW Professional Development Event – “Teaching the HSC Course (Year 12) in Business Studies for the First Time?”



Above: Nicole Clark, BOSTES NSW Senior HSC Business Studies Marker and teacher at Merewether High School presenting a session at the EBE NSW PD Event– Teaching the HSC Course (Year 12) in Business Studies for the First Time? – 5 August 2016

Year 12 HSC Business Studies teachers and those who were soon to teach their first HSC Business Studies class attended the all day BOSTES NSW endorsed EBE NSW “Teaching the HSC Course (Year 12) in Business Studies for the first time?” conference on 5 August 2016. Due to popular demand we lengthened this course this year, changing it from a 2 hour after school event to an all day event.

The course was designed for beginning teachers and experienced teachers who were going to teach the Year 12 Business Studies course for the first time in Term 4 2016 and during 2017. Teachers who had already taught this course in the past but who were in need of a refresher course were also able to attend the course.

Conference sessions included:

- Unpacking RAP data from HSC Business Studies
- Where to find and how to use case studies
- Keys to setting and marking HSC Business Studies short answer questions
- Human resources case study: Human resource management – Acquisition
- Workshop on formative assessment (this presentation is available for members on the EBE NSW website)
- Workshop on finance

Thank you to EBE NSW Director Greg Hannelly for being the Conference Convenor for this event.

Thank you to the presenters at this event:

- Andrew Athavle (William Carey Christian School/EBE NSW Director)
- Joanne McFarland (BOSTES NSW)
- Kate Dally (Auburn Girls High School/ EBE NSW Vice President)
- Nicole Clark (Merewether High School/ BOSTES NSW HSC Business Studies Senior Marker from Newcastle)
- Mai Pham (Head of Talent Acquisition – Asia – Pacific CBRE)
- Greg Hannelly (St Edwards College Gosford/ EBE NSW Director)

Some feedback from participants about the conference included:

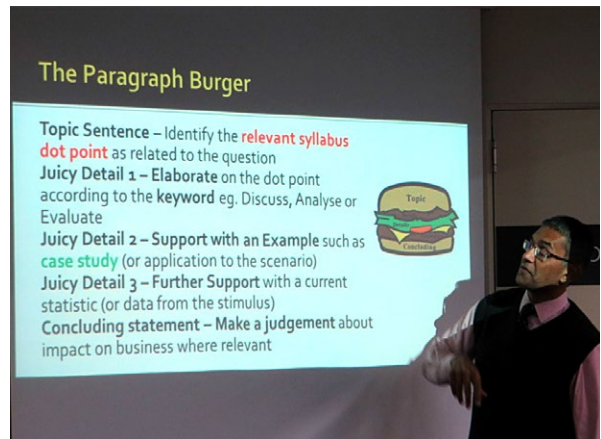
- “Andrew Athavle had excellent practical tips and strategies.”
- “It is always useful to hear the insights of BOSTES markers.”
- “This was really valuable, practical knowledge that I can take back to my students and use in teaching strategies.”
- “Enjoyed the practical /simple way of using ‘Dominos’ as a case study.”



EBE NSW PD Event - Teaching the HSC Course (Year 12) in Business Studies for the First Time? – 5 August 2016



"Five Senses Education" at the "Teaching the HSC Course (Year 12) in Business Studies for the First Time?" on 5 August 2016 informing conference delegates about teaching and learning resources



EBE NSW Director Andrew Athavle presenting a session at the EBE NSW PD Event – Teaching the HSC Course (Year 12) in Business Studies for the First Time? – 5 August 2016



Teachers networking at EBE NSW PD Event – Teaching the HSC Course (Year 12) in Business Studies for the First Time? – 5 August 2016

EBE Professional Development Event – “Teaching the HSC Course (Year 12) in Economics or Legal Studies for the first time?” held on 7 September 2016



EBE NSW President Joe Alvaro presents the Legal Studies session at the EBE Professional Development Event – “Teaching the HSC Course (Year 12) in Economics or Legal Studies for the first time?” held on 7 September 2016

The NSW Board of Studies, Teaching and Educational Standards (NSW BOSTES) endorsed “Teaching the HSC Course (Year 12) in Economics or Legal Studies for the first time?” EBE NSW PD event was an outstanding success.

EBE Director Andrew Athavle presented the Economics session, and EBE President Joe Alvaro presented the Legal Studies session. Participants were teachers beginning to teach the current NSW BOSTES HSC Economics or Legal Studies courses. The event was also open to teachers who wanted a refresher course. Participants were able to hear about effective teaching and learning strategies designed to engage students, current developments in their subject area and assessment procedures

and techniques. Teachers also received some teaching and learning resources to take back to their classroom. Some feedback received from participants included:

- “Useful information, great resources.”
- “Presenter was very knowledgeable.”
- “Great discussion – first hand marking info...”
- “Great strategies to help teach writing and good strategies to test students’ learning.”
- “Knowledge and strategies of presenter was outstanding! Very helpful.”

Material from Andrew Athavle’s Economics presentation is available for members on the EBE NSW website (go to “Resources”).



EBE NSW Director Andrew Athavle presents the Economics session at the EBE Professional Development Event – “Teaching the HSC Course (Year 12) in Economics or Legal Studies for the first time?” held on 7 September 2016



Teachers networking at the EBE NSW Professional Development Event – “Teaching the HSC Course (Year 12) in Economics or Legal Studies for the first time?” held on 7 September 2016

2016 Business Educators Australasia Biennial National Conference

Some educators from NSW attended the 2016 Business Educators Australasia Biennial National Conference on 29 and 30 September 2016 in Tasmania and participated in a national conversation about the teaching and learning of Economics, Business Studies, Legal Studies and Commerce with educators from around Australia.

The conference was registered with the NSW Board of Studies, Teaching and Educational Standards (NSW BOSTES).

The following two sessions at the 2016 Business Educators Australasia Biennial Conference were presented by EBE NSW Directors:

- Australia’s National Credit Legislation: A Young Peoples’ Friendly Guide Using a Real World Approach – Joe Alvaro
- Achieving Student Engagement Through Business Case Studies and Contemporary Issues: A Guide to Developing Resources to Improve Learning Outcomes – Cheryl Brennan

The next Business Educators Australasia Biennial National Conference will be held in Canberra in 2018.

EBE NSW Professional Development Event – “Legal Update Conference” held on 25 November 2016

EBE NSW held its annual Legal Update Conference at the law making institution in our state, NSW Parliament House, on 25 November 2016. This NSW Board of Studies, Teaching and Educational Standards (NSW BOSTES) endorsed PD event enabled participants to hear from the following experts in the legal world and legal educators speak on the following topics:

- Margaret Cunneen, SC – NSW Deputy Senior Crown Prosecutor – “The Justice of the Jury System”
- Mark Tedeschi, AM QC – NSW Senior Crown Prosecutor – “Murder at Myall Creek: The Trial that Defined a Nation”
- Richard Wilson – Public Defender – Who are the Public Defenders?
- Sergeant Alissa Parker – Police Prosecutor – “Criminal Justice at the Coal Face”
- Nick Clark, Chief Executive Officer – Rule of Law Institute of Australia – “The Rule of Law and Enforcing Human Rights”
- Daniela Giorgi, Civics and Citizenship Officer – NSW Parliament House – “The NSW Parliament: Ideas and Resources for Teaching about the Democratic Process”



Margaret Cunneen, SC – NSW Deputy Senior Crown Prosecutor (left) with EBE NSW President Joe Alvaro (right) at the 2016 EBE NSW Legal Update Conference

- Joe Alvaro, Head of HSIE Department and Legal Studies Teacher – De La Salle College, Revesby Heights – “What’s been happening in the Australian Legal System? Let’s Update the Textbooks”

Participants were able to increase their understanding of the concepts and terms in the BOSTES NSW Commerce and Legal Studies syllabuses, as well as develop their teaching strategies. There were also a number of exhibitors from various organisations and opportunities to network with other teachers.

It was White Ribbon Day on the day of this conference (25 November 2016) and EBE NSW raised money to help stop violence against women by selling white ribbons. We also heard from White Ribbon Day Ambassador Akshay Raj Kumar who spoke about the work of White Ribbon Australia. This part of the conference was very relevant to delegates as domestic violence is part of the NSW Legal Studies syllabus. Teachers use White Ribbon Australia as a non-legal response to domestic violence. EBE NSW thanks conference delegates for buying a white ribbon and supporting the work of White Ribbon Australia.

Conference evaluation forms indicate that participants found this conference to be very valuable and useful:

- “The conference is always well organised, relevant and useful!”
- “I had little knowledge of the role of the Police Prosecutor – found this interesting.”
- “A fantastic, interesting discussion of the importance of juries. Margaret Cunneen is wonderful!”
- “Excellent resources.”
- “Always good to have some extra media reports to add to my files of articles.”
- “Thought it was a fantastic conference. Thank you!”
- “So very useful! Thank you for all those updates! Highly relevant!”
- “Great links to the syllabus in today’s conference.”
- “Great environment to be in Parliament House for a Legal Studies PD.”
- “Always learn a lot from Rule of Law Institute.”
- “Spot on info. for criminal investigation process. Excellent speaker.”
- “Thank you my first visit to Parliament House. Awesome. I will try to bring my students here.”
- “Thanks for access to some great resources.”



Mark Tedeschi, AM QC – NSW Senior Crown Prosecutor signs a copy of his book - “Murder at Myall Creek: The Trial that Defined a Nation” – at the 2016 EBE NSW Legal Update Conference



Conference delegates pick up resources at the 2016 EBE NSW Legal Update Conference



Above: Delegates at the 2016 EBE NSW Legal Update Conference

Right: Cambridge University Press informed conference delegates about the latest teaching and learning resources at the 2016 EBE NSW Legal Update Conference

- “Margaret Cunneen was very good. They were all good but personally found Margaret most engaging.”
- “Great day! Will definitely be here again.”

All conference delegates received a copy of the “Universal Declaration of Human Rights” from the United Nations Association of Australia. Thank you to Dr Daryl Le Cornu (Co-author – “Cambridge Legal Studies HSC” textbook and Board Member of ICAN – International Campaign To Abolish Nuclear Weapons) for providing copies of this important document for each conference delegate.



Article about the 2016 EBE NSW Legal Update Conference

The article below, "Legals enthrall delegates at EBE NSW event" by Sarah Duggan about the 2016 EBE NSW Legal Update Conference was published on the Education HQ website on 1 February 2017 (<http://au.educationhq.com/news/37928/legals-enthrall-delegates-at-ebe-nsw-event/#>) and in the February 2017 edition of *Australian Teacher Magazine* (titled "Legals delight delegates").

Legals enthrall delegates at EBE NSW event

Aware of their eager troop of 'repeat customers' that front up each year, the Economics and Business Educators NSW executive have again pulled off a state conference to give even the most seasoned of event-goer something to talk about.

Association president Joe Alvaro says the 2016 EBE NSW Legal Update Conference was all about connecting teachers with high calibre legal personnel to really take their classroom practice to the next level.

"[Teachers] want to be able to say they went and heard live a Senior Crown Prosecutor or a Public Defender, for example, and were able to ask them questions. It adds real life experience and breadth and depth to their teaching and students really appreciate this," Alvaro notes.

Delegates certainly appreciated an address given by NSW Deputy Senior Crown Prosecutor Margaret Cunneen.

"She has a high profile as she has brought the weight of justice down on some of the nation's most notorious criminals, including paedophile Robert 'Dolly' Dunn, gang rape ringleader Bilail Skaf, the 'Butcher of Bega' Graeme Reeves and Paul Peters – dubbed 'the Collar Bomber'.

"Cases are critical when teaching law to our students, so to be able to interact with someone who is in court everyday with first-hand experience of criminal law cases, is something that teachers cannot get from a textbook," Alvaro says.

Hinged around a probing question – to what extent does the legal system achieve justice for victims, offenders and society? – the day challenged participants to consider the tension between community interests and individual rights.

Famed for his sharp legal mind, multiple award-winning keynote speaker Mark Tedeschi AM QC also gave educators an engrossing insight into his new book *Murder at Myall Creek – The trial that defined a nation*.

"He took us back to 1838 ... the trial created an enormous amount of controversy because it was almost unknown for Europeans to be charged with the murder of Aborigines," Alvaro recalls.

The president notes that keeping abreast of changes to Australia's legal system is imperative for teachers of legal studies.

"So my presentation was about presenting some cases, legislation and media reports that our time poor teachers may have missed recently and linking them to the NSW Legal Studies and NSW Commerce syllabuses."



*Keynote speaker Mark Tedeschi AM QC gave an engrossing insight into his new book *Murder at Myall Creek – The trial that defined a nation**

EBE NSW recognised at 2016 Professional Teachers' Council NSW Presentation Evening

On 9 November 2016 at the 2016 Professional Teachers' Council NSW Presentation Evening EBE NSW received a Certificate of Appreciation "in recognition of the association's voluntary contribution during 2016 to quality education , the students of NSW and the teaching profession".



EBE NSW President, Joe Alvaro (right) accepts a Certificate of Appreciation from Secretary of the NSW Department of Education, Mark Scott (left) on behalf of Economics and Business Educators NSW at the 2016 Professional Teachers' Council NSW Presentation Evening

2017 EBE NSW Economics Update Conference

Friday 26 May 2017, 9.00am – 3.30pm
 Conference programme, registration
 & Rural Professional Learning Grant
 information see page 97.

2016 EBE NSW CPA Plan Your Own Enterprise Competition

EBE NSW recognised the Plan Your Own Enterprise (PYOE) NSW winners at the annual NSW awards ceremony on 5 October 2016 at the Sydney office of CPA Australia together with Mr Joshua Ang, Relationship Manager – Education and Business Development, CPA Australia. At the ceremony, prizes and certificates were awarded to the NSW student winners and their schools. Parents were in attendance to celebrate the success of their child, as well as teachers. Congratulations to the following winners and their teachers from NSW:

- Division 1 (Individual entry) – Sarah Matthias from Loreto Normanhurst for her business plan “Waffles on Wheels” (Teacher: Mr Matt Kohlhagen).
- Division 2 (Group entry) – Ashna Kapoor, Anna Michael and Ashley Oliver-Sjahry from MLC School Burwood for their business plan “ZIPCharge” (Teacher: Ms Allison McCulloch).

Thank you to all the students who entered the competition this year and the teachers who inspired and encouraged their students to enter this prestigious competition. Each student who participated received a Certificate of Participation signed by Mr Graeme Wade FCPA, President CPA Australia and Mr Tony Kuc, President Business Educators Australasia.

Thank you to the students, their families and teachers for attending the presentation at the CPA Sydney Head Office.

Thank you to our EBE NSW Director, Nicholas Ward, for taking on the role of PYOE NSW Coordinator this year and for all his time and effort in ensuring the competition in NSW was a success.

EBE NSW also thanks Business Educators Australasia and CPA Australia for their continuing support of this competition.

Congratulations to all the winners. Be sure to

incorporate the PYOE competition into your Commerce and/or Business Studies teaching and learning program in 2017.

2016 PYOE NSW Competition Finalists

Division One

ABCD Sitting and Boarding

Alexandra White
Illawarra Christian School, Mrs Brennan

Bread and Butter Bus

Danica Em
Hurlstone Agricultural High School,
Mr Nikolovski

Break It Up

Tuong-Anh Chu
Hurlstone Agricultural High School,
Mr Nikolovski

Inbound Greyhounds

Nicholas Borovik
St Patrick’s Marist College, Dundas, Mr Moussa



Nicholas Ward, 2016 PYOE NSW Coordinator at the 2016 PYOE NSW Awards Ceremony



2016 PYOE Awards Ceremony

Stitch and Tie

Christopher Trinh
Hurlstone Agricultural High School, Mr Nikolovski

Study-Aid

Kim Nguyen
Hurlstone Agricultural High School, Mr Nikolovski

Tampost

Faith Felipe
Loreto Normanhurst, Mr Kohlhagen

The Helping Hand Café

Annie Xiao
Tara Anglican School for Girls, Mr Swainson

The Little Runner

Phoebe Smith
St Francis Xavier's College, Ms White

Waffles on Wheels

Sarah Matthias
Loreto Normanhurst, Mr Kohlhagen

Division Two**Buruwang**

Jack Bucknell, Edward Collard, & Oliver Dixon
Sydney Church of England Grammar School (SHORE), Mr Ronald

Hello Box

Nicole Healey, Josie Lam, & Jennifer Tang
MLC School, Mr Condoleon

ORIGEN

Valavan Chanthiran, Aland Goran, Leo Li, & Carter Opperman
Sydney Boys High School, Mr Dolan

Wow Towel

Olivia Attenborough-Doyle, Cameron Bartrim, Gemma Borra, & Jordan Ristuccia
Tweed River High School, Mr Lambert and Ms Perkins

ZIPCharge

Ashna Kapoor, Anna Michael, & Ashley Oliver-Sjahry
MLC School, Ms McCulloch



LEFT: Joshua Ang, Relationship Manager – Education and Business Development, CPA Australia at the 2016 PYOE NSW Awards Ceremony

2016 PYOE Competition



2016 PYOE NSW Division One winner, Sarah Matthias (centre) at the 2016 PYOE NSW Awards Ceremony with EBE NSW President, Joe Alvaro (left) and Joshua Ang, Relationship Manager – Education and Business Development, CPA Australia (right)



2016 PYOE NSW Finalists at the 2016 NSW Awards Ceremony celebrate their achievements with parents, teachers, CPA Staff and EBE NSW Directors



2016 PYOE NSW Division Two winners at the 2016 NSW Awards Ceremony – From left - Ashley Oliver-Sjahry (Division Two Winner), EBE NSW President, Joe Alvaro, Anna Michael (Division Two Winner), Teacher of Division Two Winners – Allison McCulloch and Joshua Ang, Relationship Manager – Education and Business Development, CPA Australia (far right) Absent: Ashna Kapoor (Division Two Winner)



2016 PYOE NSW Finalists at the 2016 NSW Awards Ceremony



2016 PYOE NSW Division 1 winner, Sarah Matthias at the 2016 PYOE NSW Awards Ceremony speaking about her winning business plan, "Waffles on Wheels"

PYOE NSW Division 1 winner successful at the 2016 national awards ceremony (national Division 1 winner)

The Plan Your Own Enterprise Competition NSW Division 1 winner, Sarah Matthias, represented NSW at the national PYOE awards ceremony in Melbourne on 13 October 2016 held by Business Educators Australasia. Sarah was flown to Melbourne for the national awards ceremony and joined the division one finalists from the other states and territories of Australia. Sarah was successful in being the national Division 1 winner. Well done to Sarah on this significant achievement at a national level.

The Division 2 winner at the national level was won by James He and Anthony Vanderkop from The Hutchins School, Tasmania for their business plan, "Swavoury Crepes".

EBE NSW congratulates the 2016 PYOE national winners.



Sarah Matthias, National 2016 PYOE NSW Division 1 winner (left) receiving her award from CPA Australia's Jesse Moors in Melbourne

Student2Student: How to Overcome the Pitfalls of Business Planning

Sarah Matthias (Division 1 Winner of CPA Australia Plan Your Own Enterprise Competition 2016)



A business plan is vital in presenting a guide for the operations of business and providing the best directions to achieve its goal. It is a working document and must consider the following aspects with the purpose of avoiding common pitfalls associated with the planning phase to boost the forecasted success of the enterprise.

Left: Sarah Matthias with her award from CPA Australia'

Differentiate Your Product

Businesses need to provide a good or service differentiating them from their competitors to maintain their market share in a market saturated with products. For instance, frozen yoghurt stores increased exponentially in the global marketplace from 2012 onwards, as new business owners leaped into the industry to benefit from the 'froyo' phase. However, as of late 2016, smaller players are now closing down as many failed to consider how to differentiate themselves from their various competitors who provide a nearly identical product and service. Therefore, to remain market relevance, it is essential for a business to manufacture promising internal influences which include redesigning a classic product or defining a new good or service that will become indispensable in individuals' lifestyles.

Identify Effective Marketing Methods

Despite the creation of a promising good or service and identifying a reliable target market, failure to consider effective marketing strategies with which to communicate with this desired customer base, will result in your business's inability to increase awareness and generate sales. Market research is integral in determining how you will coordinate your marketing strategies by helping identify the geographic, demographic, behavioural and psychographic traits of your target market. Marketing is a necessary consideration throughout the formation of the product, as an inability to concisely promote the nature of your product or service can easily result in the brand's failure. Today's society is increasingly

susceptible to digital and online marketing methods, which exposes how a business will be at a severe disadvantage if they rely solely on the benefits of the product to sell itself. Moreover, social media has become a driving power in the establishment and development of new small businesses as seen through 'Doughnut Time,' a small business that began in 2015 and as of late 2016 now has over 20 stores throughout Australia. Part of their success was achieved by capitalising on Instagram and Snapchat as free social media outlets to promote their doughnuts while targeting the young millennials that they sought as consumers.

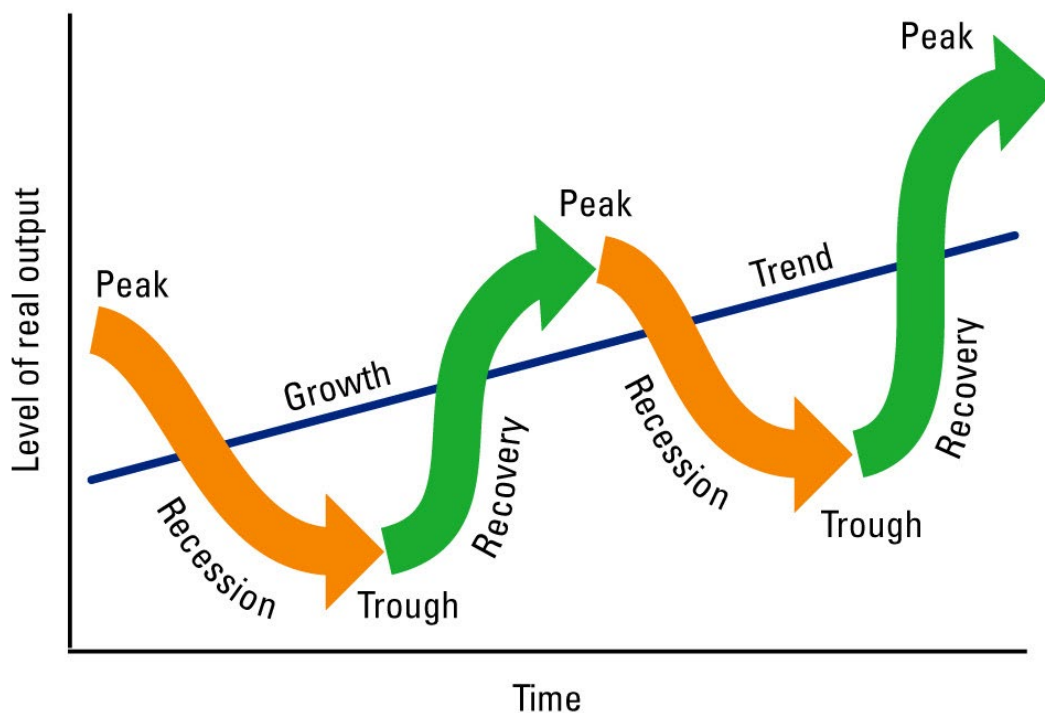
Realistic Financial Planning & Anticipating Problems

Also, it is essential to safeguard your business investment by accommodating for unexpected conditions in the economic cycle. This level of foresight is challenging as external influences upon the business are always changing and consequently, it is essential to have an awareness

of the current market trends. Realistic financial planning includes consideration of future concerns such as funds required for professional and public liability insurance and workers' compensation insurance and preparing contingency plans which will promote the success and longevity of your enterprise. Failure to do so will be detrimental to a business, particularly a sole trader or partnership where owners are faced with unlimited liability and greater difficulty in acquiring loans as they have no access to funds to public investors.

As Benjamin Franklin says, "*Failing to plan is planning to fail*", so ensure that you engage in adequate research and planning in the foundational phase of your business and consider alternative strategies. Compile a detailed business plan that is logical and considers the multiple facets required in enterprise planning while identifying the goals and objectives of the business and methods to achieve them. Plan for success.

The Economic Cycle



Source: http://liberocapital.com.au/wp-content/uploads/libero-capital_blog_economic-cycle.jpg

A Challenging ASX Schools Sharemarket Game



Adam Steele and Aland Goran from Sydney Boys High

Game 2, 2016 wrapped up on 26 October. Over 31,000 students and 1200 teachers across Australia were involved.

This was a challenging Game for students with the market being quite volatile. The All Ordinaries (XAO) was down 2.95% with only 2 sectors finishing in positive territory. At the end of the Game, the average portfolio value was \$48,704 with only 16% of players finishing the Game in profit – down 71% from Game 1.

National Winner Announced

The national 1st place winner was Brandon Smith, a Year 7 student from Kennedy Baptist College, WA, with a final portfolio value of \$60,518. Brandon invested across a range of shares. Brandon said: “my main strategy was to diversify, buying about \$20,000 in Blue Chip shares and about \$25,000 in smaller businesses that carried higher risk”.

One of Brandon’s key learnings was to not be afraid to sell if a stock was not performing. “One of the main things that helped me was deciding how much I was going to sell my shares at, before I bought them, if they lost value. This helped me to minimise any early losses at the start of the game so I would still have capital to invest throughout the game period”, Brandon said. The winning stock for Brandon was Karoon Gas, which was up over 60% for the Game period.

NSW State Winners Announced

Sydney Boy High School featured in this Game, winning both 1st and 2nd place for NSW/ACT.

In 1st place was Adam Steele in Year 10. Adam

focused mostly on the energy sector, with his most successful stock being Karoon Gas. “My strategy was to take advantage of the volatile energy sector. This seemed to work and my most successful investment was KAR – Karoon Gas, on which I made approximately \$11,000”, Adam said.

Adam bought and held for most of the Game, selling out of his stocks on the last 2 days of the Game. He finished with a portfolio of \$58,422.

NSW/ACT 2nd place went to Aland Goran in Year 10. And 3rd place was Jon Aylward and Andy Chen in Year 9 at Marsden High School.

Benefits of the Game

The Schools Sharemarket Game gives students the opportunity to gain a greater understanding of what the sharemarket is all about. It also increases their knowledge of world events and broader economic issues. As the Game uses live market prices students get to experience how real world events can affect the sharemarket.

The Game runs for 10 weeks. Game 1 2017 will run from 9 March to 17 May. Registrations will open on 9 February. There are lesson plans, videos and other resources available to help get you started.

Join Up in 2017

For more information and to sign up for an email reminder visit: <https://game.asx.com.au/game/info/school/about-the-game>

Barry Collier OAM

Murray Trembath,
St George & Sutherland Shire Leader,
26 January 2017



Mr Collier's Order of Australia Medal (OAM) recognises his service to Parliament, the law and education.

Barry Collier is best known for his political career as a former state MP for Miranda and in his present role as a Sutherland Shire councillor.

However, his Medal of the Order of Australia (OAM), awarded in the Australia Day honours, also recognises his service to the law and education.

Mr Collier, of Kareela, started as a teacher and progressed to become a curriculum consultant to the NSW Department of School Education in Legal Studies, Economics, Business Studies and Commerce.

He was a member and chairman of the Higher School Certificate (HSC) economics examination committee, a senior examiner and authored five economics textbooks for HSC students.

Positions he held included director of the Economics and Commercial Teachers Association and inaugural president of the Legal Education Teachers Association.

Mr Collier became interested in the law through his involvement in legal studies, and studied to become a lawyer.

He worked as a solicitor from 1990-97 before going to the Bar.

He worked for both the Director of Public Prosecutions and for legal aid at Sutherland Court and, during the period before he entered Parliament, was engaged in criminal trials.

Mr Collier was preselected by the Labor Party to run for the seat of Miranda at the 1999 state election, and triumphed against overwhelming odds.

He retired in 2011 but made a comeback through a by-election in 2013 and served a

further two years.

While he was disappointed not to have become a state government minister, he was a parliamentary secretary in four portfolios, chaired the Legislation Review Committee and served on other committees.

He returned to public life through election to Sutherland Shire Council last year.

Mr Collier said being awarded an OAM was "an extraordinary honour".

"I am completely humbled to be recognised in this way for my three careers, and I am so grateful for the support of my family.

"It is their honour as much as mine.

"I know it's a cliché, but I am really taken aback by it."

Mr Collier said he was adjusting to his role on the council.

"It's a very different political landscape to State Parliament, but I still get a great deal of satisfaction out of working for the shire community and trying to make a difference locally," he said.

"It helps having had the previous experience of being a state MP."

Reprinted with permission from St George and Sutherland Shire Leader

Economics Candidature Update

Mai Ni Pham, EBE NSW Director
Hurlstone Agricultural High School, Glenfield

5,262 2016 HSC Economics candidature*	5,090 2015 HSC Economics candidature*	5,132 2014 HSC Economics candidature*
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*http://www.boardofstudies.nsw.edu.au/bos_stats/

Arresting the decline of students studying Stage 6 Economics was highlighted by the State Member of Parliament for Miranda back in 2010. At the time Barry Collier cited that only 6,201 students were completing the HSC Economics course. An extract of his speech to the Legislative Assembly is included below to help understand why more student must study economics.

His concerns are equally valid today as BOSTES data show falls in candidature from 5,131 students in 2014 to 5,090 in 2015 and a slight increase in 2016. The opening lines of the article titled 'Trade New Ideas for Old' by Wendy Mockler-Giles of Lumen Christi Catholic College in this edition of The EBE Journal reiterate this concern. It is a timely article which asks economics teachers to take more risks in their teaching and to re-conceptualise how we actively engage our students. Such contributions help teachers to revitalise student numbers collectively, and in the long term have a lasting impact on producing more informed citizens that won't be fooled by political jargon and seduced by the politicisation of economics. It is hoped that our economic students will lead the way in setting high expectations for rigorous economic debate that seeks to promote understanding of all Australians rather the purview of the privileged.

27810 LEGISLATIVE ASSEMBLY HANSARD 12 November 2010

Extract from pages 32–33

ECONOMIC LITERACY

Mr BARRY COLLIER (Miranda—Parliamentary Secretary) [1.05 p.m.], by leave: In a former life I was an economics teacher for 17 years. During that time I was a long-serving member of the Higher

School Certificate Economics Syllabus Committee, a member and chairperson of the Higher School Certificate Economics Examination Committee and New South Wales State Economic Curriculum Consultant with what is now the Board of Studies. I was also the author of three economics text books for Higher School Certificate [HSC] students. A number of younger current members of this House and staffers have told me they actually used my texts when studying for their HSC.

In a recent discussion with local resident, good friend and co-author of my second book, Peta Batty, we reflected on the declining level of economic literacy within our community. One reason, I believe, is that fewer students are studying economics at high school. In 1989, when I was last chairman of the Higher School Certificate Examination Committee, 21,211 candidates undertook the economics examination across the three courses in the subject. That represented 39 per cent of the total candidature of 54,247. This year, economics attracted only 6,201 candidates—a mere 8.6 per cent of the 71,310 HSC candidates statewide. What was once the third largest individual subject in 1989, after English and mathematics, is now well down the list. In 1989 some 5,784 candidates undertook the more rigorous three-unit additional economics course.

Today there is only one course offered in HSC economics. Some will ask "Well, so what?" In 2010,

16,000-odd students sat the HSC in Business Studies, a course which was not available in 1989. But that really is no answer to the worrying decline in the number studying economics at high school, and it ignores the importance of doing so. That importance is perhaps best set out in the current New South Wales HSC syllabus, which states: Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life. It continues: Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making. No doubt those who have studied economics at high school are better equipped than most to identify and discard the type of spin so often peddled in the media as good economic policy but which has no basis in theory or in fact.

With a sound knowledge of economic concepts they can better understand and evaluate the nature and impact of policies at all levels of government. Those who have studied the subject can tell you, for example, that the Rudd Government's successful stimulus package was a very simple application of Keynesian economics, first developed in the 1930s. The students can explain the multiplier effect of increased government spending, and how it raises Australia's level of income, output and employment. Heaven forbid, they could even point out the flawed reasoning of those Federal members of Parliament who constantly bleat like sheep out of George Orwell's *Animal Farm*, "surplus good, deficit bad". Economics students know something of fluctuations in economic activity as well as the cyclical and structural components of Federal budget deficits. They know that the national debt does not necessarily impose a burden on future generations of Australians. And, unlike some Federal politicians, they know that an economy is not run like a household. That was the reasoning at the time of the Great Depression. Those with a knowledge of economics can understand the current parity between the Australian and United States dollars,

and talk about exchange rate fluctuations. They can understand the role of the Reserve Bank in determining monetary policy, the concept of overnight cash rates and the policy implications of rising interest rates. They might even explain how banks can actually create credit and money through their lending policies.

I cannot personally underestimate the importance of economics teaching and learning, and am most concerned at the declining number of students studying economics, particularly when we have a good syllabus and there is no shortage of experienced teachers who are more than willing to teach the subject, but for class numbers. I share the concerns of the New South Wales Teachers Federation that the move to a national curriculum has the potential to jeopardise the high standards and rigour of this State's economics syllabus. I do not want to see a dumbing down of the economics course and, in fact, advocate the return of an extension course for gifted students. In that regard, I applaud the work of the Economic and Business Educators [EBE] of New South Wales for promoting excellence in the subject for teachers and keeping students informed, up to date and prepared for the HSC. I particularly congratulate and acknowledge the work of my former colleague Ms Bronwyn Hession for her consistent hard work on behalf of the EBE over so many years. I also commend the economics editor of the *Sydney Morning Herald*, Mr Ross Gittins, for his consistent contribution to economic literacy over the years. Ross' plain English explanation of economics concepts and current events are used by so many students and widely read by members of the public. I encourage my colleagues in Parliament to take more interest in the discipline. You do not need a degree. After all, the greatest Federal Treasurer of modern times, Paul Keating, was self-taught.

Private members' statements concluded. The House adjourned, pursuant to standing and sessional orders, at 1.10 p.m. until Tuesday 23 November 2010 at 1.00 p.m.

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State of New South Wales (2010, November). 27810 Legislative Assembly Hansard, Retrieved from URL <http://23.101.218.132/prod/web/common.nsf/V3HHBD>

October 22, 2014

How economics lost its identity in Australia, and how to get it back

Gigi Foster
Senior Lecturer, UNSW

Source: <https://theconversation.com/how-economics-lost-its-identity-in-australia-and-how-to-get-it-back-33075>

I will never forget the late summer day on which Johnny Smith (not his real name) came to my office at UNSW full of excitement about his incipient undergraduate career. "I want to work as an investment banker!" he told me passionately. "That way I can maybe retire when I'm 30. I chose economics since it's all about money." I paled. "So, what can I read to get a head start on how to make money? Do you have some articles you can recommend?"

Young Johnny is not the only one. The word "economics" has been the victim of identity theft all across Australia.

Countless individuals have over the years searched for a neat word to capture something they find important about society, and "economics" has just seemed to fit time and again. What was really meant might have been "greed", "corruption", "business", "power", "class warfare", "cost-benefit analysis", "stock-market activity", "social injustice" - any number of abstractions - but "economics" just sounded so mysterious and erudite, not to mention blameworthy. This definitional dog's breakfast has permeated our society, and now we have a whole generation of school-leavers who have not the faintest clue what economics is really all about. And neither, in many cases, do their teachers.

How did we get into this situation? Is it really a problem, and if so, what can be done about it?

Mixing business and economics

Modern misconceptions of economics, which arguably begin to take shape in high school, result in part from the conceptual heaviness of the discipline. It is hard even for PhD economists to explain to a layperson what economics is really all about. The discipline's heaviness makes it a natural target for violating simplifications and incorrect associations.

The blending of economics and "business" together in the school curriculum is a good example. While economics (together with law and psychology) is a founding discipline of many business-related areas of activity, such as marketing, management, and accounting, it is fundamentally different in terms of orientation.

The lens of economics is oriented impartially, toward trying to understand how the greatest possible good can be brought to an entire society given resource scarcity; the tools of most other business disciplines fit more naturally into a partisan analysis, such as determining how a company can write the most effective advertisement or attract the most productive employees. If we're going to teach economics or business in high school at all, then not acknowledging this fundamental divide sets economics up already for an identity crisis.

Moreover, truly understanding the most enlightening ideas of economics requires a degree of sangfroid that does not come

easily to high school students or even to their teachers. Far easier to declaim in a passionate essay against Abbott's latest policy faux pas than to think through strategically what might really work to address the issue, in view of the incentives and opportunities facing governments, regulators, and players on both sides of private-sector markets.

Knowing this, those tasked with writing an "economics curriculum" may be sorely tempted to punt and fill student hours with definitions to memorise and cookbook recipes for how one vague and disembodied economic aggregate affects another. They may even be tempted to use the opportunity of setting the curriculum to pass along a teaspoonful of their own philosophy in the guise of standard economic thinking.

Economics or social studies?

Is this a problem? Arguably yes, not only because it's misleading, but because it crowds out other information. We as parents and as a society should worry if our school-leavers do not know, at a minimum, the ingredients in clear-headed decision-making and the basic structure of how our society functions.

To make sense of the daily news and to make sensible decisions in their private and professional lives, children should be taught that investing resources in one activity entails a sacrifice of both those resources *and* the next-best activity that could have been pursued; that incentives matter for the behaviour of everyone, including groups like lobbyists, terrorists, and company boards; that most of our society's wealth is generated in the private sector, which

employs most of us; and that the main role of our modern, democratically-elected government is to tax economic activity and use the proceeds to produce public goods that everyone enjoys (like security, infrastructure, and education) and make welfare payments to the least well-off 20% or so of our citizens.

Australian students should have these topics illustrated with examples from around the world and from Australia, in the course of which they will learn basic socioeconomic facts about their country: what do we make, what and with whom do we trade, and what do we do all day in our work? What are our regulatory structures and our political, legal, and financial institutions in broad terms, and how do they provide the stability and services required for productive activities to take place? How are our federal and state budgets spent, in broad terms? How does our country compare along all these dimensions to the OECD, to our neighbours in Asia, and to developing countries?

I wouldn't label the topics above "economics" - they are more like what used to be called "social studies," blending bits of economics, political science, and law. This type of no-nonsense primer is enough to prepare school-leavers to make their way in the world without pretence about how it works. If they later study economics at university, fine: the academy is arguably better positioned than high school teachers to teach them what the discipline is really all about.

Putting custody of the discipline's identity back into the hands of the international academy makes sense. After all, it is we who have the biggest incentive to help economics find itself again in Australia.

Promoting community connections and confident creative individuals: Preliminary Business Studies Assessment Task

Developed by Cath McIntyre, Orara High School

MY BUSINESS VENTURE



Preliminary Business Studies

BUSINESS PLANNING

Name:

Where does this assessment task fit in the Preliminary Business Studies course?

ESTABLISHING AND PLANNING A SMALL BUSINESS ENTERPRISE

Syllabus links: Business Planning

Small to medium enterprises

- small business has the potential to create employment, goods/services, innovation and a contribution to the economy of Australia
- understanding the success/failure of small business will enhance your entrepreneurial abilities and management skills

Influences in establishing a small to medium enterprise

- learn about your personal qualities related to being a small business operator
- develop your ability to research and source ideas and information related to being a business operator
- learn about competition, marketing, finance and legal obligations of business

The business planning process

- develop an idea for a business plan and create a business plan document
- create a vision and goal/objective(s) for your business to achieve
- organise your key business functions
- forecast, monitor and evaluate your business plan and the success/failure of your business

Critical issues in business success and failure

- understand the importance of a business plan
- recognise your management capacity

The Business Plan

A business plan is an important document.

- It helps the business owner/manager plan the goals and objectives of the business and how these may be achieved.
- The business plan is a document that outlines how to achieve the intention of the business and how the business expects to make a profit and determine growth.
- Sources of finance for a business, such as a bank, will expect a business plan so that the profitability and success of a business can be assured to avoid bankruptcy and/or business failure.



Assessment Task (Part A)**Weighting: 20%****Mark: / 130**

Please complete this workbook as the planning process for your business venture.

Notes	Workings	Marks
Type of business eg. sole trader or partnership (company structure not suited to this project)	<i>Choose your legal structure and state the reason why. If you decide to create a partnership, please create an agreement document to ensure that your partnership works effectively (you can complete the form in the appendix).</i>	3
Business Name	<i>State your business name. If you are a sole-trader you would register a business name if this is different to your name.</i>	1
Logo (business branding)	<i>Create a logo for your business or a 'branding' to establish your marketing prospects.</i>	4
Role/prime function of your business	<i>Define the role/prime function of your business.</i>	3
Describe your product/service	<i>Describe the product/service your business will be providing.</i>	3
Sub total		

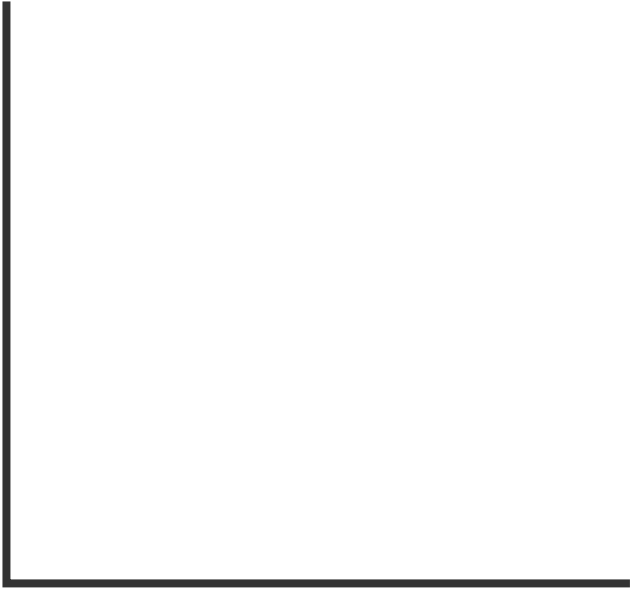
Planning for success; complete the following (refer to your textbook and class notes or ask your teacher for help)

Notes	Workings	Marks
Outline the vision for your business	<i>Create a vision for your business.</i>	3
List the goals/objectives you have for your business - this is to do with the key business functions	<i>List the goals/objectives of your business.</i>	4
Write a mission statement	<i>The vision for your business and the goals/objectives you have identified will determine your mission statement. Try to keep this mission statement brief.</i>	4
Describe how you intend to achieve the goals/objectives of your business	<i>Write a brief description to explain how you will achieve the goals/objectives of your business. This will be determined by how you plan your key business functions and the strategies you will implement to plan for success.</i>	4
Sub total		

Situational analysis – customers	<i>Outline the type of customers your business will sell to. The more detail you provide in this outline, the more it will help you identify your target market(s) and your planning processes.</i>	5
Situational analysis – suppliers	<i>List your supply market(s) and how you may achieve efficiency.</i>	3
Situational analysis – competitors. What are other students doing and how will this affect your business.	<i>Describe how competition in your market (the Trade Fair) will impact on your sales.</i>	3
Situational analysis – internal influences affecting the success of your business	<i>What factors do you have direct control over (internal to your business such as management, employees/contractors, operations).</i>	3
Situational analysis – external influences affecting the success of your business	<i>What factors external to your business may affect the success of your business (external factors are those that you cannot control, but can plan around for example your customers and the social and financial choices they make in servicing the market).</i>	3
Sub total		

<p>Situational analysis – SWOT</p> <p>Develop a SWOT analysis for your business venture – Strengths/Weaknesses are internal factors; Opportunities/Threats are external factors</p>	<p>Strengths</p>	<p>Weaknesses</p>	<p>8</p>
	<p>Opportunities</p>	<p>Threats</p>	
<p>Operations</p> <p>Describe the processes involved in providing your product or service (also referred to as ‘product’). List your inputs, transforming processes and outputs. The more detail you provide in this section the more it will help you plan for effective operations in your business</p>	<p><i>Use an operations flow-chart and list the details for each stage of the process: consider materials, labour, machinery and processes.</i></p>		<p>12</p>
<p>Operations – Outline how you will achieve quality management</p>	<p><i>Explain how you will provide quality management in the operations function.</i></p>		<p>4</p>
<p>Sub total</p>			

<p>Finance</p> <p>Develop your financial plan; summarise your financial status</p>	<p><i>Summarise your estimated financial commitment by calculating your projections of expected customers, investment of equity (venture capital and share investment), and revenue/expenditures (cost of goods sold, expenses related to sales revenue).</i></p>	<p>4</p>
<p>Finance – cash flow</p> <p><i>Calculate your inflows based on the value attached to your pricing. For example if your product is worth two coupons, calculate your anticipated sale in each period multiplied by the number of coupons attached to each sale.</i></p> <p>Use Appendix 1</p>	<p><i>You are limited to the Trade Fair in this cash flow statement. List the expected sales you will make (inflows) based on the table below. Your outflows (expenses) are pre-determined by the capital you received to plan your business and your financial projections to ensure you are making sales all day.</i></p> <p><i>Comment on your cash-flow – provide an analysis of sales related to the cost of producing your goods (you can use the figure of 50 cents per coupon if each sale equates to this).</i></p>	<p>5</p>
<p>Finance – break even analysis</p> <p><i>Consider your sales and costs associated to producing your product to determine your cost per unit, then your cost per unit can be related to the number of coupons you charge for a sale based on 50 cents per coupon and the profit you wish to make.</i></p> <p>Cost per unit = \$</p> <p>Note: Your sales growth cannot be calculated exponentially as you will have a variation on the number of customers you have throughout the day. Your break-even point therefore will be slightly different to the theoretical (standard) calculation.</p> <p>Use Appendix 2</p>	<p><i>Calculate your break-even analysis. Your break-even analysis is limited to the Trade Fair. Fixed costs are determined at \$0 because you do not have overheads. Your labour costs are also \$0 so you will not need to calculate variations to supply and demand (therefore total costs and variable costs are the same).</i></p>	<p>5</p>
Sub total		

<p>Finance – break-even graph</p> <p>Note: please use instruments (ruler) to construct an accurate graph</p> <p>Can you establish a financial objective for your sales?</p> <p>Please comment on your objective:</p>	<p><i>Construct a break-even analysis graph based on your calculations (previous page).</i></p> 	<p>5</p>
<p>Marketing</p> <p>Identify your target market</p> <p><i>You are selling to students and staff of Orara High School and you may also expect a visit from our sponsors.</i></p>	<p><i>Identify your target market(s). Describe your target market using business terminology.</i></p>	<p>5</p>
<p>Marketing – marketing mix</p> <p>Be creative!!</p>	<p><i>Identify and outline your marketing mix objectives.</i></p>	<p>12</p>
<p style="text-align: right;">Sub total</p>		<p></p>

Marketing mix continued...	<i>Use this space if required (Identify and outline your marketing mix objectives).</i>	
Marketing – promotion	<i>Outline ideas for promoting your product.</i>	4
Marketing – price	<i>Outline your pricing strategies.</i>	4
Human Resources Identify human resource functions association with your business	<i>Outline human resource functions related to your business. For example staffing/outsourcing, training/skills requirements, legal obligations such as WHS and health regulations.</i>	6
Sub total		

<p>Business success/failure Contingency management and sustaining a competitive advantage</p>	<p><i>Outline any predictions for the Trade Fair that may affect your business success.</i></p>	<p>5</p>
<p>Business success/failure – management and change, taking corrective action</p>	<p><i>Evaluate how you will manage change in the business environment of the Trade Fair based on your predictions.</i></p>	<p>5</p>
<p style="text-align: right;">Sub total</p>		

APPENDIX 1

Cash flow analysis – inflows							
Period 1	Period 2	Recess	Period 3	Period 4	Lunch	Period 5	Period 6

APPENDIX 2

Sale	Variable/ fixed costs	Net profit or (loss)

APPENDIX 3
PARTNERSHIP AGREEMENT

Partnership agreement made the day of in the year 20.....

Between of

in the state of in the one part AND

Between of

in the state of in the second part AND

Between of

in the state of in the third part.

* * * *

WITNESSETH and it is hereby mutually agreed that the parties shall become partners in the

Business of

upon the terms and conditions hereinafter appearing:

1. The partnership shall consist of joint tenants and shall commence on the .
..... day in the month of 20.....
2. The partnership shall be carried on at
and the firm shall be
3. The Bankers to the partnership shall be
and cheques may be signed by all parties.

* * * *

It is agreed that business activities of the partnership shall be delegated as follows:

The responsibilities of each partner affirm the success of the business.

Signed

Signed

Signed

Capital Request Letter

LETTERHEAD

Business

Date

Dear

The Year 11 Business Studies students at _____ High School are running a Trade Fair on _____, 2017 in an effort to apply their academic learning to a real life business activity. The students will be developing a business plan in preparation for this; a copy of the requirements of *Business Planning* from the NSW Syllabus is attached. The Trade Fair will operate for one day in our school hall and the students will be selling their goods/services to visiting class groups/staff/parents and citizens throughout this day using a coupon purchase system (this is to avoid handling cash). You are most welcome to visit the Trade Fair on this day; it will run between 10am and 2:15pm. Your observations and advice on the students' business activities would be invaluable.

We are seeking venture capital from local businesses to fund our Trade Fair and hope that you would be willing to make a contribution to the purchase of materials for students to set-up their business activity on this day. The school will issue an official receipt for your donation and at the conclusion of the Trade Fair, when the paper work is finalised, you will receive a report detailing the goods/services stalls held this day, their sales, a transaction statement on how the capital has been spent and a list of prize winners for the most successful stalls.

Your sponsorship will be acknowledged in our advertising. In addition, if you are willing to make a donation of \$200 or more we would be pleased to invite you to present awards at a school assembly later this term.

Please respond by completing the form below with your donation if you would like to support our students with this business initiative.

Yours sincerely

Principal

Business Studies teacher

Enc. NSW Business Studies Syllabus document – Business Planning



I, (write your name) of
(write your business name)

am willing to donate \$ to provide funds for the *Business Studies Trade Fair* at
 _____ High School on _____, 2017. *Please find enclosed cheque for this amount.*

I understand that I will be issued a receipt for my donation and will receive a business report on this Trade Fair when the administration has been finalised.

Note: For donations over \$200: I or my delegated representative would like to present students with awards at your school assembly after this event.

Yes No

I wish to keep the name of my business anonymous from publication

Yes No

For donations over \$100 we would be happy to display your business name/logo as a major supporter. Would you like your Business Name/Logo displayed with our advertising

Yes No

THANK YOU – Your support to our students is greatly appreciated.

Preliminary Business Studies: Trade Fair Task

TRADE FAIR

EDUCATION WEEK

Term 3, Week 3

Date: _____

Please note:

- Shopping lists must be finalised by 3:25 on Friday _____ (Term 3, Week 1)
- Orders and shopping will be processed during Week 2 of Term 3 so that supplies are ready for trading at the start of Week 3
- The assessment **Part A** is calculated on your allocation of \$35 and planning of your enterprise based on this venture capital. Obviously, if you are a partnership, this alters your figures and KBF's. Sales are to the classes on your list during Periods 2 to 5 on the day.
- Business Tokens will be sold to staff and students during Weeks 1 and 2 and no sales will be made after Friday _____ (Term 3, Week 2)
- Additional 'shoppers' during recess and lunchtime can be considered part of 'Management and Change' and responded to in **Part B** of the assessment, when you make an evaluation report.
- The additional sales created by the sale of Business Tokens to 'shoppers' will create an increase in stock that will be evident on Friday afternoon (Week 2) when the sale of additional coupons are calculated. Estimates can be monitored during this two week sales period (Weeks 1 and 2). Additional shopping may be required to cover expected growth in sales, but it's a "Just in time" procurement.
- Students requiring orders from suppliers that cannot supply immediately may need to work out a plan for additional stock based on estimated increases in sales and plan this into their initial stock order, without over capitalising.
- The school finance officer will not reimburse student cash purchases, credit card purchases, debit card purchases or EFT purchases. Advice has been given that all purchases are to be made via a purchase order; hopefully, we may be able to accommodate some petty cash transactions, but don't plan on this.
- Plan for success!!

Assessment Task (Part B) – Final Report on Trade Fair

Weighting: 20% **Mark: / 20**

The workbook for Part A of this assessment task guided you through the business planning process. A practical activity was provided in the Trade Fair to give you the opportunity to conduct a business activity and understand the concepts relative to the planning process and understand business theory.

You are now required to reflect on your business plan and business activity and write a report on your entrepreneurial and management skills.

In this task you will be assessed on how well you:

- Discuss the nature of business and its role in society and types of business structure
- Describe the factors contributing to the success or failure of a small to medium enterprise
- Assess the processes and interdependence of key business functions
- Analyse the responsibilities of business to internal and external stakeholders
- Evaluate information for actual and hypothetical business situations
- Communicate business information and issues in appropriate formats

Using business report format, including an executive summary, write a report on the success and/or failings of your business plan and respective business activity.

An excellent response to this task would be more than 800 words.

In your report you are required to refer to business theory and the elements of the business planning process. Evaluate the success of your business activity and report on the following:

- Evaluate the key functions of your business and report on the strengths and failings of each of these in the way you conducted your business activity.
- Report on each function, providing detail on how you achieved each of these functions; what you did well and what may be improved.
- Analyse the success and/or failures of your business and apply your knowledge of business theory to this analysis
- Reflect on the responsibilities of your business to internal and external stakeholders and report on your skills as a manager to identify these responsibilities

Refer to the information you completed in your workbook for Part A of this assessment task. Use your text book and class notes to support your writing in an effort to increase your knowledge and understanding of the business planning process to achieve business success.

Student name:	
CRITERIA	MARKS
<ul style="list-style-type: none"> • Excellent analysis and evaluation of your business showing an understanding of business theory, the responsibilities of business to internal and external stakeholders and the factors contributing to the success or failure of the business. • Excellent understanding of the key functions of a business. • Extensive reference to business theory and correct presentation of bibliography • Correct spelling and grammar 	17 – 20
<ul style="list-style-type: none"> • Substantial analysis and evaluation of your business showing an understanding of business theory, the responsibilities of business to internal and external stakeholders and the factors contributing to the success or failure of the business. • Substantial understanding of the key functions of a business. • Substantial reference to business theory and correct presentation of bibliography • Correct spelling and grammar 	13 – 16
<ul style="list-style-type: none"> • Sound analysis and evaluation of your business showing an understanding of business theory, the responsibilities of business to internal and external stakeholders and the factors contributing to the success or failure of the business. • Sound understanding of the key functions of a business. • Sound reference to business theory and correct presentation of bibliography • Correct spelling and grammar 	9 – 12
<ul style="list-style-type: none"> • Basic analysis and evaluation of your business showing an understanding of business theory, the responsibilities of business to internal and external stakeholders and the factors contributing to the success or failure of the business. • Basic understanding of the key functions of a business. • Basic reference to business theory and correct presentation of bibliography • Correct spelling and grammar 	5 – 8
<ul style="list-style-type: none"> • No analysis of this business that would demonstrate an understanding of business theory, stakeholders or business success • Poor understanding of the key functions of business. • Limited or no evidence of reference to business theory. • Incomplete or no bibliography. • Poor spelling and grammar • Evidence of plagiarism 	0 – 4

Teacher feedback:

HELP SHEET

This assessment is testing your understanding of the importance of the business planning process in achieving a successful business outcome.

It is important for you to learn this because:

- a) this course is designed to teach you this knowledge and understanding and develop these skills and
- b) if you intend to have a business one day you will be relying on this knowledge and understanding to successfully start and conduct a business activity.

In order to complete this assessment to a high standard you, will need to achieve the outcomes of the course, as stated on your task sheet; they are linked to the Board of Studies syllabus document.

A deep understanding will be demonstrated by reference to the theory in the course and applied to your business plan and activity. Try to apply the experience of the Trade Fair to a real business activity.

As you work through the task, the following are some of the points from the course that you should be referring to and applying to your response in this report:

- The role of your small to medium enterprise – what are you offering?
- The contribution of your enterprise to society – what are you giving to society (the Australian people, customers, other businesses and government and non-government agencies)?
- The success/failure of your business and why this matters – what can you identify as factors contributing to your success/failure in business? Consider internal and external influences on your business and how these shaped your decisions as a manager. Refer to some facts related to the success/failure of small to medium enterprises to support your point(s).
- How did you achieve your business ideas? What personal qualities as an entrepreneur could you identify that supports your ability to succeed in this task?
- Your legal structure was either a sole trader or a partnership. What factors are involved in this legal structure? What are the risks?
- Consider the four key business functions. Respond to each one separately. In each response show how each function is necessary for conducting a successful business. How well you were able to plan for each and what were the successes/failures that can be identified?
- Refer to Part A of this task. In your situational analysis and planning process leading up to the Trade Fair assess how well you were able to identify your vision and goals. Do you think these would be achievable in a real business of this nature? How would this work? What corrective action would you need to apply?
- Refer to your marketing strategies and activities. Outline the importance of marketing in promoting sales to achieve your business objectives. How would you achieve a competitive advantage? Identify marketing techniques that you used/may have used, for example pricing, promoting, position, relationships and so on.
- Use terminology related to this course throughout your task.
- The conclusion of your report should be supporting the importance of a business plan and the business planning process to conduct a successful business activity.

REPORT STRUCTURE

A business report has a specific structure. Please follow the scaffold that outlines how to write a business report (handout from your teacher).

Note 1: A business plan is a complex document that outlines the processes involved in conducting a successful business. It is also necessary to attract capital to finance your activity.

Note 2: This is not a task that can be written at the last minute. It will take you a few hours to research your information, another few hours to organise your research into a logical order and provide examples. It will take you a few hours to type this response, another to edit and more time to correct and check your report before you end up with your final submission for marking.

In writing your report, follow these steps:

- Read through your class notes, workbook and textbook (research); make notes.
- Organise your research notes in response to the question “Report on the success and/or failings of your business plan and respective business activity”. Break this down into the different aspects of the task as stated: strengths and failings of each of the key business functions, providing examples from your hypothetical business or a real business.
- Analyse and evaluate the notes you have made and make some judgements about how you achieved success or what you could improve upon, provide examples with this to demonstrate your knowledge and understanding. Use the theoretical aspects of the course to meet the academic requirements of Preliminary Business Studies (see above in Helpful Notes).
- Reflect on your skills as a manager and the responsibilities you have to internal and external stakeholders. This may be integrated throughout your report, or form part of the development of your response to the success/failure of your business.
- Summarise your notes and begin to write your draft report. Follow a report structure using an introductory paragraph, developing your headings and sub-headings and concluding paragraph(s). Some students write an executive summary to begin with to help them focus on the requirements of the report; some students prefer to write this last, when they work out what the report is about.
- Read through your draft and make decisions about the order of your information and how well you are communicating your information. Does it make sense? Have you used appropriate terminology and provided examples?
- Check your work and correct spelling and grammar. Are you happy with the report you have written? Did you cover all aspects of the question? Correct as necessary. Check your word count and state this at the end of your report.

Differentiation: English as an Additional Language or Dialect (E/ALD) Version

HELP SHEET

1. This assessment task assesses your understanding of:
 - a. **What** is a **business plan**?
 - b. **Why** is it **important**?
2. You need to learn this because:
 - a. It is **part of the course** requirement
 - b. You **need a business plan** to run a business
3. You must use **business terminology** in this report.
4. Your report needs to answer these questions:
 - a. **What** is the **role** of your small to medium **enterprise**?
 - b. **What** is your enterprise **giving to society**?
 - c. **What** was **successful** in your business?
 - d. **What failed** in your business?
 - e. **How** did you achieve your **business goals**?
 - f. **What personal qualities** helped you succeed?
 - g. **Describe** the **legal structure** of your business?
 - h. **What** are the **risks**?
 - i. **Summarise** the **four key business functions** of your business. **Show** the **strengths** and **weaknesses** of each function.
 - j. Look at your **SWOT** in Part A (the booklet). Did you achieve your **vision** and **goals**? **Why** or **why not**?
 - k. What **marketing strategies** did you use? **How effective** were they?
 - l. Write a **conclusion** summarising the importance of a business plan.

BUSINESS REPORT STRUCTURE

Executive Summary (Main points & recommendations)

1.

2.

3.

Introduction

What is a business plan?

Why is it important?

How did your business plan meet your business goals?

Paragraph 1

What is the role of your small to medium enterprise?

Describe your business.

Paragraph 2

What is your enterprise **giving to society**?

How did you achieve this?

Paragraph 3

What was successful in your business?

What failed in your business?

Paragraph 4

How did you achieve your **business goals**?

What personal qualities helped you succeed?

Paragraph 5

Describe the **legal structure** of your business.

What are the **risks**?

Paragraph 6

Summarise the **four key business functions** of your business.

Show the **strengths** and **weaknesses** of each function.

Paragraph 7

Did you achieve your vision and goals?

Why or why not?

Paragraph 8

What marketing strategies did you use?

How effective were they?

Paragraph 9

Write a conclusion summarising the importance of a business plan.



Trade New Ideas for Old

Wendy Mockler-Giles

Lumen Christi Catholic College, Pambula Beach

Sitting in an economics class can be mind-numbingly boring, dull and dry. Ask any graduate who encountered a frustrated economist turned teacher with an encyclopaedic coverage of facts, concepts and graphs. Economics needs a marketing overhaul. Numbers have dropped as the curriculum has broadened and student perceptions of economics as being “too hard” have made it a hard sell.

Reforming the teaching of economics to stress the importance of values in the market place and modifying the curriculum to reflect the moral philosophy of the classic economic thinkers, such as Adam Smith and modern day economists such as Thomas Piketty to teach the ethical foundations of economics will connect our students back to what economics is: “the study of people and the choices they make in response to incentives” (Schaug, 2011, p. 35). Linking it to the changes our students are experiencing, such as the burgeoning sharing economy debate is another way to keep them engaged and motivated.

The Sharing Economy

Chris Lock, the Director of Economic Policy in the Tasmanian Department of Treasury and Finance, presented The Sharing Economy at

the Business Educators Australasia National Conference 2016. His notes and presentation are available at [<http://bit.ly/2g9wreY>] and [<http://bit.ly/2g9F49y>]. As Andrew Leigh puts it, “The sharing economy offers great potential for Australian innovators. It also offers the chance to tackle big challenges such as congestion and housing affordability” (Leigh, 2015).

The Economics syllabus for NSW doesn’t explicitly call for knowledge on the sharing economy, but as outlined in the Masters’ report the HSC is aiming “for a conceptual understanding rather than the memorisation and formulaic application of knowledge” (Masters, 2002). Reimagining the syllabus for the changing world in economics not only maintains the currency of our teaching, but it also provides high energy, high impact lessons that push the boundaries of our students’ learning.

Chris Lock's work has an obvious fit in the *Preliminary Economics Topic Six- Government and the Economy* but using an inquiry pedagogy, the *HSC Topic One- The Global Economy* offers some exciting possibilities. Introducing globalisation to a globalised-weary cohort (think of earlier introductions in the junior syllabus), students may be limited in appreciating its full impact in an economics framework. Open a brainstorm session for globalisation starting with the video of a circular chess board with constantly hanging positions, see [here](http://bit.ly/2frcn8X), [http://bit.ly/2frcn8X], and see how the students reconceptualise globalisation. It is changing, and one of the drivers of change is technology.

A question from the HSC examination in 2012 asked students to "Analyse the impact of changes in the global economy on the structure of industry in the Australian economy." When the examiners constructed this question, they couldn't have envisaged the rise of the sharing economy, but we can see now, how relevant it is in answering this question. In our role as economic educators, we need to be innovative and inventive, challenging economic theory with realities.

In this lesson that comes out of Chris Lock's work, I've drawn inspiration from the rationale for Economics in the Stage 6 curriculum:

A student should have the knowledge and skills enabling them to comprehend the background and implications of contemporary economic issues.

Introducing Globalisation

The learning intention is framed around students learning how globalisation is disrupting our daily lives and the economic impacts derived from that. By examining the success criteria, students should be able to complete the following:

1. Write a definition for globalisation.
2. Explain how the sharing economy is becoming part of the global economy using a case study.
3. Analyse how the sharing economy disrupts the market.

Begin with the following slide; this helps frame the students' research parameters for the inquiry questions later on. It also operates as an inverted question: Why is this information correct? This foundation question is complex and uses higher-order thinking.

Concluding thoughts...

- Technology can bring about major changes in markets- and very quickly
- The benefits encouraged operators to act unlawfully...
- ...which accelerated a response from governments including some major changes in the regulation of the industry
- The more heavily regulated an industry, the greater the prospects for compensation ...
- ... funded in large part (for a time) by consumers

- Activate Prior Knowledge: What is the 'Sharing Economy'?
- Enhance: Go through Uber as a case study.
- Synthesise: Break students into pairs or individuals to look at a sharing economy app. Here are some examples: Airbnb, Stayz, AirTasker, Eatwith, Ebay, Luxe, Tnooz, Parkwood, Sidecar. In this phase, students bring their new understandings and skills together with their previous knowledge and integrate the two. Students can research their sharing economy app, analysing how it is disrupting the economy. More able students could be introduced to Akerlof's 'Market of Lemons' theorem and how the sharing economy addresses information asymmetry. Students emerging from the preliminary course can consolidate their knowledge of demand and supply and execute graphically how expanding markets and demand have accelerated consumption, but maintained or lowered price depending on elasticity. An internet search of economic

commentators linking economic growth to consumption could be a springboard for a macroeconomic policy debate as to whether we have built capacity or consumption.

After the students have presented their information individually, use the HSC question “Analyse the impact of changes in the global economy on the structure of industry in the Australian economy” as a rich question. Invite debate, stimulate inquiry and anchor the learning environment in curricular and contemporary knowledge and understanding. In a flipped classroom the following questions could be used for a tutorial discussion.

Final comments on the syllabus

The syllabus should be seen as a guiding document, not a performance review checklist.

Flexibility is built into the curriculum which we need to exercise. When we do that, we build knowledge and relationships, and that is what teaching is about.

References

- Leigh, A. (2015, October 22). Principles for a Sharing Economy. Retrieved from andrewleigh: www.andrewleigh.com/principles_for_a_sharing_economy
- Masters, G. (2002). BOSTES Policy and Research. Retrieved from Fair and Meaningful Measures?: www.boardofstudies.nsw.edu.au/policy-research/pdf_doc/masters-review.pdf
- Schaug, M. C. (2011). *Teaching Economics in Troubled Times*. New York: Routledge.

EBE NSW Helpdesk

Need help teaching a syllabus dot point or information about teaching and learning resources?

EBE NSW Directors are available for advice and assistance to members in relation to the teaching and learning of Business Studies, Commerce, Economics and Legal Studies.

Email: helpdesk@ebe.nsw.edu.au



Law in Practice – Class Project

Lauren Imber
Georges River Grammar, Georges Hall

Subject	Stage	Syllabus Topic
Legal Studies	6	Preliminary – Core Part 3: Law in Practice

Learning objective

To be able to deconstruct the content on Women and Children and Young People, and apply it to the themes/challenges of law reform and effectiveness of the law.

Outcomes targeted

- P1. identifies and applies legal concepts and terminology
- P3. describes the operation of domestic and international legal systems
- P4. discusses the effectiveness of the legal system in addressing issues
- P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9. communicates legal information using well-structured responses

The Task

You will be allowed to choose to investigate EITHER:

- Children & Young People

OR

- Women;

as an example of Law in Practice.

1. You will work in a group to complete the tasks specified below. Time in class will be given to your groups to complete the activities.
2. At the conclusion of the project, you will be required to complete independently an extended response question that evaluates the effectiveness of the law in addressing issues relating to both Children & Young People and Women.
3. Please see specific task instructions below for both topics on Children and Young People AND Women.

Children & Young People Project

In your groups, you are to research your allocated area of Children and Young People. A list of key areas to be covered in your project has been included for you below.

You are required to complete ALL of the following sections:

1. **Construct** a board/digital game that addresses the legal issues relating to children and young people. You **MUST** create scenarios to illustrate the operation of the law at a domestic and international level.

Your board game must be able to be played by the other group, so a set of rules and instructions and all necessary pieces of the game (such as cards, markers and dice, etc.) need to be included. If you would prefer and are able, you can develop a computer game in your given area.

2. **Create** an advertising campaign (iMovie or a series of print media ads) that pushes for law reform concerning Children and Young

People. Your focus will be on why the reform is necessary for the law to respond effectively to the current needs of Children and Young People.

3. **Create** a key point summary (maximum of 4 A4 pages) that addresses the key content, legislation and cases of Children and Young People.
4. **Using** the key point summary and board game from the group on Women, **create** TWO activity worksheets.

These worksheets will be completed by the group who developed the resources on Women – NOT by your group.

You will have _____ in class to work on your projects to complete sections 1-3.

You will then have _____ to play the other groups game and complete section.

5. You will then, individually, complete the worksheets developed but the other group on your project.

Key areas to consider in your project:

Legal Context of:

- Legal definition of child and young person
- Status of children
- Registration and citizenship
- Education
- Employment
- Medical Treatment
- Discipline
- Contracts
- Torts
- Leaving home

Legal Responses:

- United Nations
- Convention on the Rights of the Child (CROC)
- Parliament and courts
- NSW Commission for Children and Young People
- Children's Court
- Department of Family and Community Services NSW

- Legal Aid NSW
- NSW Ombudsman
- Administrative Decisions Tribunal
- COAG National Framework
- Discrimination

Non-Legal Responses:

- Trade Unions
- Kids Helpline
- Stop Child Abuse Now

Responsiveness at a National and International Level:

- Sentencing for young offenders
- Youth Conferencing
- Australia's observance to CROC

Legislation to consider:

- Family Law Act 1975 (Cth)
- Family Law Reform Act 1995 (Cth)
- Education Act 1990 (NSW)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Births, Deaths and Marriages Registration Act 1995 (NSW)
- Australian Citizenship Act 2007 (Cth)
- Adoption Act 2000 (NSW)
- Children (criminal Proceedings) Act 1987 (NSW)
- Young Offenders Act 1997 (NSW)
- Children (Protection and Parental Responsibility) Act 1997 (NSW)
- Commission for Children and Young People Act 1998 (NSW)
- Children's Court Act 1987 (NSW)
- Anti-Discrimination Act 1977 (NSW)
- Succession Act 2006 (NSW)

Cases to consider:

- Gillick v West Norfolk and Wisbech Health Authority 1985
- Department of Health and Community Services (NT) (Marion's Case) 1992
- Re W (A minor) 1993

Please include as many links to CURRENT cases, legislation, media, international instruments and documents as possible in your project.

Women Project

In your groups, you are to research your allocated area of Women. A list of the main areas to be covered in your project has been included for you below.

You are required to complete ALL of the following sections:

1. **Construct** a board/digital game that addresses the legal issues relating to Women. You **MUST** create scenarios to illustrate the operation of the law at a domestic and international level.

Your board game must be able to be played by the other group, so a set of rules and instructions and all necessary pieces of the game (such as cards, markers and dice, etc.) need to be included. If you would prefer and are able, you can develop a computer game in your given area.
2. **Create** an advertising campaign (iMovie or a series of print media ads) that pushes for law reform concerning Women.

Your focus will be on why the reform is necessary for the law to respond effectively to the current needs of Women.
3. **Create** a key point summary (maximum of 4 A4 pages) that addresses the key content, legislation and cases of Women.
4. **Using** the key point summary and the board game from the group of Children and Young People, **create** TWO activity worksheets.

These worksheets will be completed by the group who worked and developed the resources for Children and Young People – NOT by your group.

You will have _____ to work on your projects to complete sections 1-3.

You will then have _____ to play the other groups game and complete section 4.

You will then, individually, complete the worksheets developed but the other group on your project.

Key areas to consider in your project:

Legal Context of:

- Historical roles and attitudes
- Education
- Training and Workforce participation
- Social Security
- Non-English Speaking Women (NESB)
- Indigenous women
- Right to vote
- Health issues

Legal Responses:

- International Law – Convention on Eliminating All forms of Discrimination against Women (CEDAW)
- Universal Declaration of Human Rights (UDHR)
- Sexual Harassment including Sex Discrimination Act 1984 (Cth)
- Anti-Discrimination Act 1977 (NSW)
- Workplace including Equal Opportunity for Women in the Workplace Act 1999 (Cth)
- Government Agencies
- Health
- Women and violence
- Marriage
- Economic rights

Non-Legal Responses:

- Trade Unions
- Lobby Groups
- Non-Government Organisations
- Social expectations

Responsiveness at a National and International Level:

- International responses
- Anti-Discrimination Legislation
- Sexual Harassment
- Health and violence issues
- Workplace issues

Legislation to consider:

- Family Law Act 1975 (Cth)
- Anti-Discrimination Act 1977 (NSW)
- Sex Discrimination Act 1984 (Cth)
- Human Rights and Equal Opportunity Commission Act 1986 (Cth). This was

replaced by the Australian Human Rights Commission Act 1986 (Cth)

- Women’s Legal Status Act 1918 (NSW)

Cases to consider:

- O’Callaghan v Loder 1984
- Chorlton v Lings 1868 (UK)
- Wardley v Ansett Transport Industries Pty Ltd
- FWAFB 1000 Equal Remuneration Case 2012
- Hickie v Hunt and Hunt 1998 HREOC 8

- R v Osland 1998
- R v MacDonald (Supreme Court of Victoria) 2006
- Jean Majdalawi 21.3.1996
- R v D.J. Johns (1992) Unreported
- Leves v Haines 1986
- Hall & Ors v A.Sheiban Pty Ltd & Ors (1989)

Please include as many links to CURRENT cases, legislation, media, international instruments and documents as possible in your project.

Criteria for Peer Assessment of Board/Digital Game

Criteria	Constructive Feedback
Identifies and applies legal concepts and terminology relating to Women or Children and Young People.	
Describes the operation of domestic and international legal systems in relating to Women or Children and Young People.	
Discusses the effectiveness of the legal system in addressing issues relating to Women or Children and Young People.	
Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change in relation to the allocated issue.	
Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents relating to Women or Children and Young People.	
Communicates legal information in the form of a board/digital game, with clear instructions and all necessary components attached.	

Criteria for Peer Assessment of Advertising Campaign

Criteria	Constructive Feedback
Discusses the effectiveness of the legal system in addressing issues relating to Women or Children and Young People.	
Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change in relation to the allocated issue. A focus must be made on the need for law reform to achieve justice in this section.	
Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents relating to Women or Children and Young People.	
Communicates legal information in the form of an ad campaign, with a clear focus on law reform as the theme/challenge.	

November 23, 2016

What is critical thinking? And do universities really teach it?

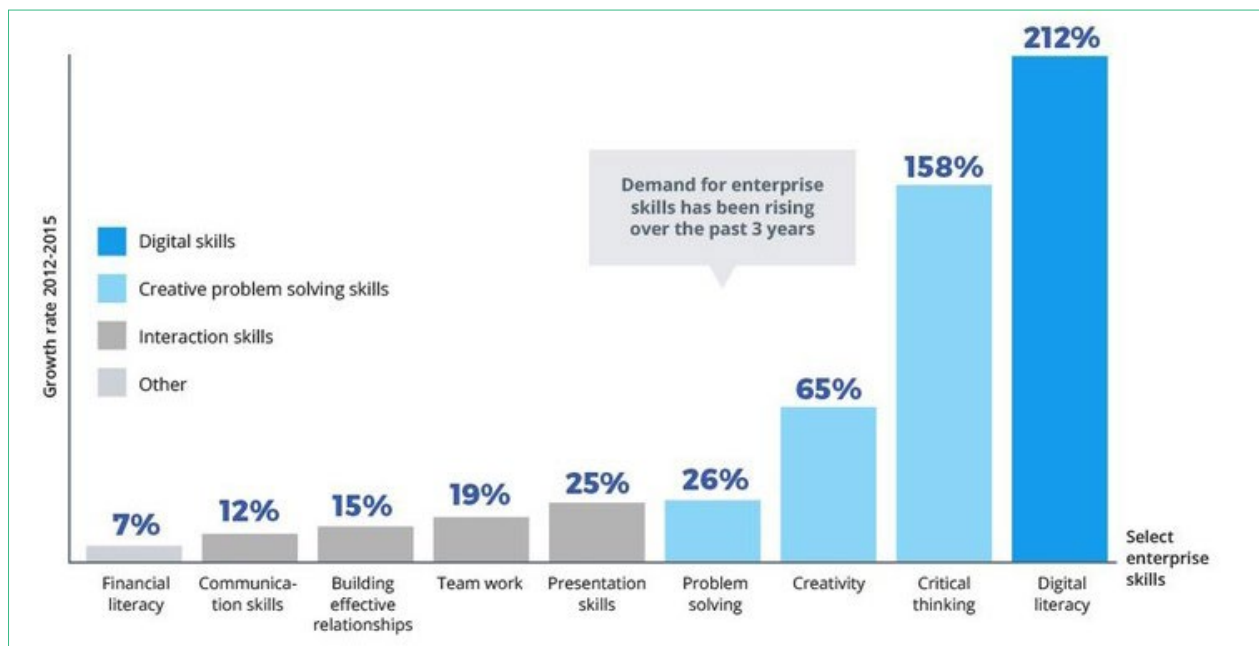
Martin Davies

Principal Fellow/Associate Professor in Higher
Education, University of Melbourne

Source: <https://theconversation.com/what-is-critical-thinking-and-do-universities-really-teach-it-69046>

There has been a spate of *articles* and *reports* recently about the increasing importance of critical thinking skills for future employment.

A 2015 report by the Foundation for Young Australians claims demand for critical thinking skills in new graduates has risen 158% in three years. This data was drawn from an analysis of 4.2 million online job postings from 6,000 different sources in the period 2012–2015.



From *The New Basics* report by the Foundation for Young Australians.

The report found employers can pay a premium for many enterprise skills. For example, evidence of problem solving and critical thinking skills resulted in a higher mean salary of A\$7,745. This was a little more than for those with skills in financial literacy (\$5,224) and creativity (\$3,129). However, presentation

(\$8,853) and digital literacy (\$8,648) skills appeared to be the most desired – or rewarded.

Being a good critical thinker is a desirable trait for getting a job in today's economy. Why wouldn't it be? What business or enterprise does not want a good critical thinker?

An old refrain

Actually, none of this is really new – although the pace might have quickened of late. Employers have long been insisting on the importance of critical thinking skills.

In 2006, a major report by a consortium of more than 400 US employers ranked “critical thinking” as the most desirable skill in new employees.

It was ranked higher than skills in “innovation” and “application of information technology”. Surprisingly, 92.1% regarded critical thinking as important, but 69.6% of employers regarded higher school entrants to university “deficient” in this essential skill.

Employers increasingly recognise what is needed in graduates is not so much technical knowledge, but applied skills, especially skills in critical thinking.

These skills are also said to be important within companies themselves as drivers of employee comprehension and decision making.

What is critical thinking, anyway?

But what is critical thinking? If we do not have a clear idea of what it is, we can’t teach it.

It is hard to define things like critical thinking: the concept is far too abstract.

Some have claimed that critical thinking is not a skill as much as an attitude, a “critical spirit” — whatever that might mean (of course it could be both).

Others have suggested that it comprises skills in argumentation, logic, and an awareness of psychology (cognitive biases).

But this does not help get a crisp and clear understanding.

Over the years theorists have tried to nail down a definition of critical thinking. These include:

“...reflective and reasonable thinking that is focused on deciding what to believe or do.”

“...the ability to analyse facts, generate and organise ideas, defend opinions, make

comparisons, draw inferences, evaluate arguments and solve problems.”

“...an awareness of a set of interrelated critical questions, plus the ability and willingness to ask and answer them at appropriate times.”

“...thinking about your thinking while you’re thinking to make your thinking better.”

Whatever definition one plumps for, the next question that arises is what are universities doing about teaching it?

A ‘graduate attribute’

Universities claim that they impart critical thinking to students as a “graduate attribute”.

Look at any carefully-prepared institutional list of hoped-for graduate attributes. “Critical thinking” — or its synonyms “analytical thinking”, “critical inquiry” etc — will be there. (Some examples: [here](#), [here](#) and [here](#).)

Universities like to think that students exit their institutions thinking much more critically compared to when they went in.

However, what is the evidence for this assumption? Has any university pre-tested for critical thinking skills at admission, and post-tested upon completion of degree to assess gains? Not that I know of.

There are well-validated tests of critical thinking that could be used for such a purpose, the California Critical Thinking Assessment Test being the most used. Others include the Watson Glaser Critical Thinking Appraisal and the Cornell Critical Thinking Tests.

Why hasn’t this been done? I suspect because universities would be justifiably worried about what the results might indicate.

In the margin — and tangentially — some (pessimistic) academics have countered that universities promote precisely the opposite of critical thinking; a culture of uncritical left-wing orthodoxy, an orthodoxy that takes the form of cultural attitude or milieu within the sector and which largely goes unchallenged.

To counter these trends, a group of politically

diverse scholars have set up a Heterodox Academy. They agitate for the importance of teaching students how – not what – to think.

How do you teach it?

There is some justification in the claim that universities do not teach critical thinking, despite their oft-cited claims that they do.

In the US media recently, there was a heightened concern about the teaching of critical thinking in universities.

This was sparked by a recent large-scale study – and later a book – using Collegiate Learning Assessment data in the US.

The book provoked widespread interest and media attention in the US, especially on the topic of universities' failure to teach critical thinking.

It placed serious doubt on the assumption that critical thinking was being adequately taught on

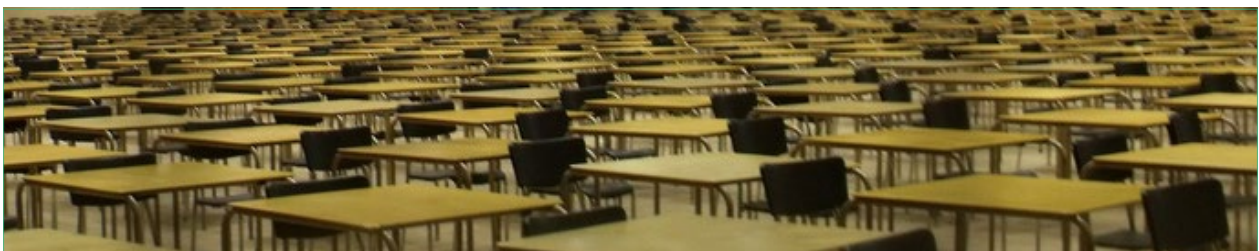
American college campuses. It created a storm of discussion in the popular media.

And there is no shortage of studies demonstrating that “very few college courses actually improve these skills”.

Definition unimportant?

How, then, to define critical thinking? It is certainly not an easy question to answer. But perhaps a definition of it is, in the end, unimportant. The important thing is that it does need to be taught, and we need to ensure graduates emerge from university being good at it.

One thing is certain: beyond vague pronouncements and including “critical thinking” among nebulous lists of unmet or hoped-for graduate attributes, universities should be paying more attention to critical thinking and doing a lot more to cultivate it.



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Ng Way!

Interior designer, theatre manager, human rights advocate and educator

Fact File

Name: Fiona Ng

Email: fionag1ng@gmail.com

Linkedin: <https://au.linkedin.com/in/fionag1ng>

Credentials

- Masters of Development Studies, Refugees and Displacement Stream at University of New South Wales UNSW.
- Bachelor of Interior Design, sub-Majoring in Theatre Design at University of Technology Sydney UTS
- Certificate IV in Training and Assessment.
- Diploma in Theatre, Live Entertainment and Events Management.

Passions

Human rights issues such as advocating for gender equality, ending violence against women and children, combating xenophobia and addressing human rights violations of asylum seekers, refugees, Aboriginal and Torres Strait Islander populations.

Three dinners guests and why?

- Entrée
Malala Yousafzai: Indestructible, poised, and an advocate for education for girls and boys. A starter for inspiration and hope for upcoming generations.
- Main
A celestial re-emergence of Maya Angelou: A sage, shaman, author, poet and civil rights activist. A nourishing main for a glimpse of experiencing an endless reservoir of wisdom.

- Dessert

Patti Smith: Godmother of New York Punk who redefined music genres, a poet and author. The final sensory explosion with a live performance of songs from the 'Horses' album.

What do you do?

Past projects as a contractor include facilitating an advocacy campaign to educate and empower secondary schools students to become engaged in responding to offshore immigration detention of children using the arts as an engagement tool. I have conducted evaluations, research and produced reports for three social and health services to lobby for recurrent government funding and transitional housing. These services include a Specialist Homelessness Service provided for Aboriginal women affected by domestic and/or family violence; an Aboriginal Qualification Pathway aimed to increase access to health services in Aboriginal communities and an acute specialist service for child sexual assault.

Recently I have been invited as a guest speaker for year 10 and 12 students to facilitate their learning about the rights to peaceful assembly and how translated into effective community mobilisation. Students actively engaged in craft workshops and created protest placards for human rights issues that concerned them.

Why?

Social and environmental justice require working at institutional, community and individual levels to address discrimination, inequality, and human rights violations. Working on domestic issues is just as pertinent as international development as there are parallels in human rights abuses experienced by asylum seekers, refugees, Aboriginal and Torres Strait Islanders.



Fiona Ng and family at the People's Climate March

The prevalence of violence against women internationally also occurs in Australia with high rates of domestic and/or family violence nationally. Acknowledgment, recognition and addressing Australia's social development issues is required if we are to lead by example internationally on human rights responses.

How can teachers develop active citizenship in their students?

"All young Australians become successful learners, confident and creative individuals, and active and informed citizens."- Melbourne Declaration on Educational Goals for Young Australians

The above statement is a reminder for educators to instil in young people responsibility and active citizenship. Young people are very inspiring if given the right opportunities and freedoms to effect change about something they are most passionate about. Young people are not fully desensitised like some adults by the pervasive nature of global violence and injustices. Thus it is imperative as teachers to ignite their curiosity, nurture their sense of moral and ethical integrity and foster critically analytical skills. Teachers and students can achieve this by:

- learning about human rights issues in the hopes that they will pursue a further independent investigation.
- conducting an analysis to why and how the disparity of resources and imbalances of power can manifest into systemic policies of discrimination
- appreciating and examining the importance

of understanding the magnitude of social injustices experienced disproportionately by marginalised groups.

Engaging young hearts and minds at times requires making the personal agenda political as a potential antidote to preventing apathy. Experiential learning combined with theoretical content delivered through participatory mediums such as theatre and the arts may help demonstrate to students how privilege is often invisible to those who are beneficiaries at the expense of another's disadvantage. Active citizenship begins with students respecting and acknowledging their individual rights while understanding the universality of human rights before they can develop empathy in advocating for others.

What are the five 'must do's' key essentials to protesting and campaigning?

1. Ensure there is a clear statement to duty-bearers and the public when producing advocacy materials, protest placards and media content.
2. Aim for high visibility for media attention and wide dissemination of the message via social media.
3. During protests, behave in an exemplary manner by treating each person with respect and refrain from using violence or threats.
4. Participation is key to community change.
5. HAVE FUN!!

What are four hot topics for campaigners?

1. Human rights violations perpetrated against asylum seekers and refugees in Australian-funded offshore and onshore detention and by border force policies.
2. Climate change and environmental issues such as the reducing greenhouse gas emissions, preventing further destruction of the Great Barrier Reef and stopping fracking for coal seam gas.
3. Multiple Aboriginal and Torres Strait Islander

concerns such as government land grabs and fracking of Aboriginal land, the abuse and over-representation of Aboriginal children in juvenile detention and high prevalence of Aboriginal deaths in custody.

4. Marriage equality issues such as discrimination and mental health concerns for the LGBTQI community if a plebiscite occurs.

How do you contribute to hot issues of today?

- Write to your local member of parliament to state your stance on an issue or policy that you think the government should have on the agenda for reform.
- Start a fundraiser for an organisation supporting a cause of your concern.
- Volunteer with an organisation of your choice to become involved in the community.
- Attend rallies and marches for issues of your concern as they arise or organise your protest.
- Choose not to support or give your business to an organisation or company if they endorse or fund policies or practices that do not agree with your ethical standards.
- Investigating more about issues beyond the rhetoric provided by mainstream media is key to distinguishing fact from divisive opinions.

Where can you get more information?

Miscellaneous Human Rights Organisations and Campaigners

- AHRC Australian Human Rights Commission @aushumanrights <https://www.humanrights.gov.au/>
- Community Run – this is an online organisation that helps you start, run and win your own campaigns. <https://www.communityrun.org/>
- GetUp! <http://www.getup.org.au>
- March Australia – National @MarchAust <http://www.marchaustralia.com/>

Refugee and Asylum Seeker Organisations

- Refugee Council of Australia (RCOA) <http://www.refugeecouncil.org.au/>
- Refugee Advice Casework Services (RACS) <http://www.racs.org.au/>
- United Nations High Commissioner for Refugees (UNHCR) Australia <http://www.unhcr.org/australia.html>
- Asylum Seeker Resource Centre (ASRC) <https://www.asrc.org.au/>
- Refugee Action Coalition of Sydney (RAC) <http://refugeeaction.org.au>
- Médecins Sans Frontières Australia (Doctors Without Borders) <https://www.msf.org.au/>
- Amnesty Refugee Network @AmnestyRefNet <http://www.amnesty.org.au/nsw/group/21200/>

Aboriginal & Torres Strait Islander Information and Organisations

- 'Reparations for the Stolen Generations in New South Wales: *Unfinished Business*' Report By Legislative Council NSW Parliament (2016), available at: <https://www.parliament.nsw.gov.au/committees/DBAssets/InquiryReport/ReportAcrobat/6064/Reparations%20for%20the%20Stolen%20Generations%20in%20NSW%20-%20Report%2034%20-%202023%20June%202016.pdf>
- 'Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families'. By Human Rights & Equal Opportunity Commission (1997) available at: https://www.humanrights.gov.au/sites/default/files/content/pdf/social_justice/bringing_them_home_report.pdf
- 25 Years after the Royal Commission into Black Deaths in Custody: http://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2016/April/RCADIC-25
- The Conversation articles into Black Deaths in Custody – <https://theconversation.com/au/topics/royal-commission-special-report-26622>



People's Climate March

- ANTaR @ANTaR.australia – <https://antar.org.au>
- National Congress of Australia's First Peoples @congressmob – <http://nationalcongress.com.au/>

Womens Rights & Domestic Violence Issues

- 1 Million Women <http://www.1millionwomen.com.au/>
- Womens Electoral Lobby @WomensElectoralLobbyAustralia <http://www.wel.org.au/>
- Save Women's Refuges @ SaveWomensRefuges <https://www.facebook.com/SaveWomensRefuges/>
- ActionAid Australia <http://www.actionaid.org/australia>
- International Women's Development Agency: IWDA – <https://www.iwda.org.au/>

Climate & Environment Related Organisations

- AYCC – Australian Youth Climate Coalition, NSW @ayccnsw – <http://www.aycc.org.au/>
- Greenpeace Australia Pacific @ greenpeaceaustraliapacific <http://www.greenpeace.org/australia/en/>
- People's Climate March Australia <http://www.peoplesclimate.org.au/endorse>
- The Sea Sheppards <http://www.seashepherd.org.au/>
- The Wilderness Society @wilderness.society <http://www.wilderness.org.au/>

Suggested Films and TV Series

- **Cast From the Storm** – An award winning coming of age story, this uplifting documentary shares the reality of what it means to be a teenager and a displaced person by Tree House Theatre. <http://www.castfromthestorm.com/>
- **Chasing Asylum** by Eva Orna – reveals first time footage and anecdotes from staff and detainees of the conditions in offshore detention <http://www.chasingasylum.com.au/>
- **Australia's Shame** – Four Corners: reveals the shocking truth about the treatment of Aboriginal children behind bars at Don Dale Juvenile Detention centre in the Northern Territory. <http://www.abc.net.au/4corners/stories/2016/07/25/4504895.htm>
- **Films for Action** - an archive of films about social justice and community action for social change. <http://www.filmsforaction.org/>
- **Freedom Stories - Film Screenings:** Parramatta, Mount Druitt & Castle Hill <http://freedomstoriesproject.com/>
- **Go Back to Where You Came From** (SBS) – multi-award winning series that challenges 6 Australian's preconceptions on refugees by risking their lives to experience the reality of refugee life. <http://www.sbs.com.au/programs/go-back-to-where-you-came-from>
- **Meaningful Movies**– Amnesty International Australia <https://www.facebook.com/Meaningful-Movies-Amnesty-International-Australia-988285791224758/>

Australian Council for Human Rights Education

Lynda-ann Blanchard, Vice President ACHRE

The Australian Council for Human Rights Education (ACHRE), formerly known as the National Committee for Human Rights Education, was established in 1999 by a group of committed and dedicated volunteers to actively pursue human rights education in Australia in response to the UN Decade on Human Rights Education. ACHRE is registered in Victoria under the Associations Incorporations Act 1981.

A Fair Go for All

The protection and promotion of human rights is the responsibility of all of us as citizens in our global world. Understanding the ideals and principles of universal human rights is significant to maintaining and fostering a tolerant, just, equitable and democratic society. Recognising the importance of human rights education in Australia and identifying the existing gaps in its delivery and coordination, is important to the vision of ACHRE. With the support and encouragement of government agencies, business, and community organizations, ACHRE has established a nationwide network of colleagues interested in the promotion of diversity, human rights and civil society. Fundamental to the work of the Council is defining and attaining human rights education in institutional and community settings. At the heart of human rights education is the promotion of a common humanity and access to education that can be summed up in the Australian ethos of 'a fair go for all'.

Key Achievements of ACHRE

The key achievements of the Council include:

- Establishment of State and Territory networks to promote nationwide the theory and practice of human rights education.
- Provision of online human rights educational materials for primary/secondary schools and community organizations as well as for government representatives and officials.
- The Citizen of Humanity Project launch at Parliament House Canberra in 2002, with

a focus on teaching about the Universal Declaration of Human Rights.

- Establishment in 2002 of Australia's first Chair in Human Rights Education at Curtin University in Perth; and in 2007, of the National Centre for Human Rights Education at RMIT University in Melbourne.
- Submissions to Federal State and Territory Governments on human rights education in Australia.
- Initiation and co-sponsorship of national and international conferences, seminars and workshops.
- Participation in international human rights education initiatives such as provision of HR training in developing countries and participation in international fora and conferences. (website: www.humanrightseducationaustralia.com)



Year 10 students at Al Amanah College in Liverpool awarded a certificate for study about human rights in Australia, and in particular about refugee issues and children's rights.

WANTED

Citizen of Humanity Project — CALLING ALL SCHOOLS!

Citizen of Humanity is our flagship project with a focus on human rights education in primary and secondary schools nationwide—and was launched on Human Rights Day, 10 December, 2002, at Parliament House, Canberra at a forum hosted by Senator Marise Payne, Chair of the Joint Parliamentary Sub-Committee on Human Rights.

The project has four main goals:

1. To promote knowledge about human rights, as set out in the Universal Declaration of Human Rights and related international instruments
2. To encourage an understanding of the relevance of respect for human rights to the maintenance of Australia's democratic political institutions and inclusive multicultural society based on the rule of law
3. To create awareness of the value of strengthening the culture of human rights in Australia
4. To develop the capacity of all Australian citizens to take action to protect and

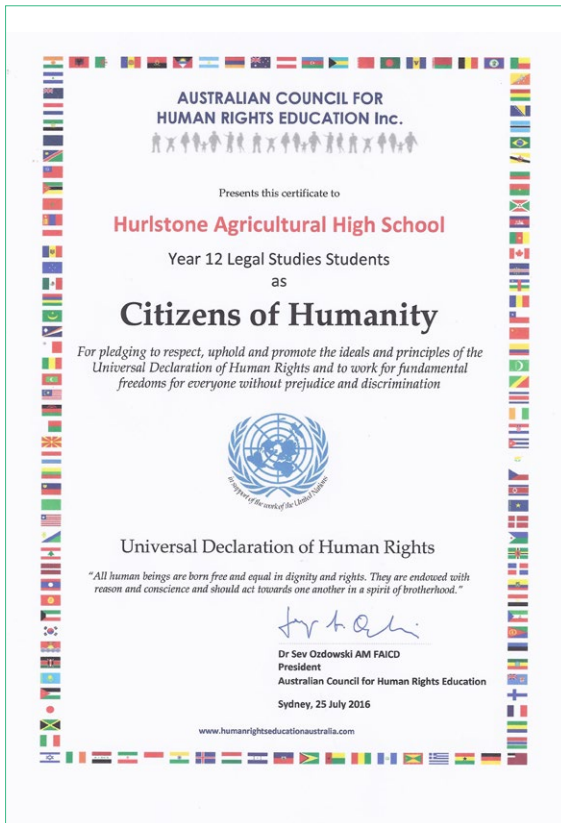
promote their own human rights and the rights of others in their community, as well as in the world at large.

A Citizen of Humanity certificate template has been designed and is freely available for schools, teachers and students to download from the ACHRE website. The front of the certificate has the preamble of the Universal Declaration of Human Rights. The back of the certificate contains accessible dot points for the rights and freedoms that are protected by the United Nations Declaration. The Citizen of Humanity certificate can be used during classes (across curricula) to promote discussion and an awareness of the Declaration and its contents. It can also be a springboard for human rights research and projects to be developed within the classroom setting and/or for outreach human rights projects within the local or global community. Schools may choose to conceive their own school-specific "declaration of rights" to promote human rights in the school environment. At the end of the human rights project/programme/initiative— schools, students and community organizations can be presented with a Citizen of Humanity certificate at a school assembly or community forum. (website: www.humanrightseducationaustralia.com/project.php)



St Mary's Senior High School students awarded a certificate for their work on "Human rights, asylum seekers and immigration detention"

ACHRE president Dr Sev Ozdowski presents Citizenship of Humanity certificates to:



Above: Year 6 students at Kincoppal Rose Bay School for pledging "to respect, uphold and promote the ideals and principles of the Universal Declaration of Human Rights and to work for fundamental freedoms for everyone without prejudice and discrimination".

Below: Year 11 Legal Studies students of Sir Joseph Banks High School of Revesby awarded the Citizen of Humanity Certificate for their human rights work.



Guided reciprocal peer questioning

Elly Klappas, Hurlstone Agricultural High School

Subject	Stage	Syllabus Topic
Economics or Business Studies	6	Suited to any particular topic

This activity is to be undertaken after a mini lecture on a specific topic. Based on the work of Allison King, students are placed into small groups and provided with generic question starters that are used as a guide for students to create specific questions relating to the topic studied. Each student is to come up with 2-3 specific questions relating to the content covered. Students then pose these open-ended questions to their peers within their group and are encouraged to discuss and engage with each other to answer the questions. This process encourages students to enhance their higher-order thinking skills as the process of formulating specific questions requires students to identify ideas from the lecture, elaborate on how those ideas interrelate and how they connect to students' prior knowledge. Different generic question starters force students to engage with different metacognitive skills such as:

- Consolidation of content (e.g. What does unemployment mean?)
- Monitoring and evaluating understanding (e.g. What conclusions can I draw about the notion of unemployment?)
- Connection of existing knowledge with new understandings (e.g. What connections can I make between unemployment and what I already know)
- This activity can therefore enhance students higher-order thinking skills, metacognitive abilities, peer interactions and mastery of key terms and concepts and students are required to review content. This activity allows for the exchange of ideas, opinions, information and communication which enhances students' problem-solving skills and their ability to pose strong arguments and justify their reasoning.

Activity

Students are placed into groups of three and provided with generic question starters:

Generic Question starters

- What does mean?
- How can..... affect.....?
- What if.....?
- Why is important?
- Explain why.....?
- Explain how.....?
- What conclusions can I draw about.....?
- What is the difference between and.....?
- What are the pros and cons of.....?
- How does this relate to what I already know?
- What do you think would happen if.....?

Questions sourced from: King, A. (1993). *From sage on the stage to guide on the side*. College teaching. 41 (1), pp. 30–35

- Each student is given 5 minutes to formulate their specific questions by using the generic question starters e.g. What are the pros and cons of unemployment?
- One by one, students are then required to pose their questions to their group members and are encouraged to discuss and collaborate to culminate their ideas and informed perspectives. The time given for this will vary and it is up to the teacher's discretion to provide a time frame (it is suggested to provide around 10–15 minutes). Each student is required to pose at least one question each.

- Students may choose to write down dot points, summarising their peers' responses to the questions posed.
- The teacher is then to bring the class back together and encourage each group to share any misunderstandings, differences of opinions or misconceptions. It is during this time that students from other groups can weigh in on questions posed by other groups. The teacher can also interject during this time.

Further reading on guided reciprocal peer questioning:

King, A. (1990). Enhancing peer interaction and learning in the classroom through reciprocal peer questioning. *American educational research journal*. 27 (4), pp. 664–687.

King, A. (1993). From sage on the stage to guide on the side. *College teaching*. 41 (1), pp. 30–35.

King, A. (2002). Structuring peer interaction to promote high level- cognitive processing. *Theory into practice*. 41 (1), pp. 33–39.

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Economics and Business Educators NSW Survey: Reserve Bank of Australia support for teachers of Economics

Nicholas Ward, EBE NSW Director, Ryde Secondary College and Bronwyn Hession, EBE NSW Life Member

In mid 2016 the Reserve Bank of Australia (RBA) sought advice from Economics and Business Educators NSW (EBE NSW) regarding the ways in which the Bank could strengthen its support for the teaching of Economics. As a result, EBE developed and launched a member survey to seek the advice of the Economics teaching profession. The survey was made available for teachers to complete between late August and early October. Over this period 69 teachers completed the survey.

The survey respondents came from a variety of teaching backgrounds. Respondents came from both government (48%) and non-government schools (52%) and had a range of teaching experience: 1-3 years (30%), 4-6 years (12%),

7-10 years (13%), and 11+ years (45%).

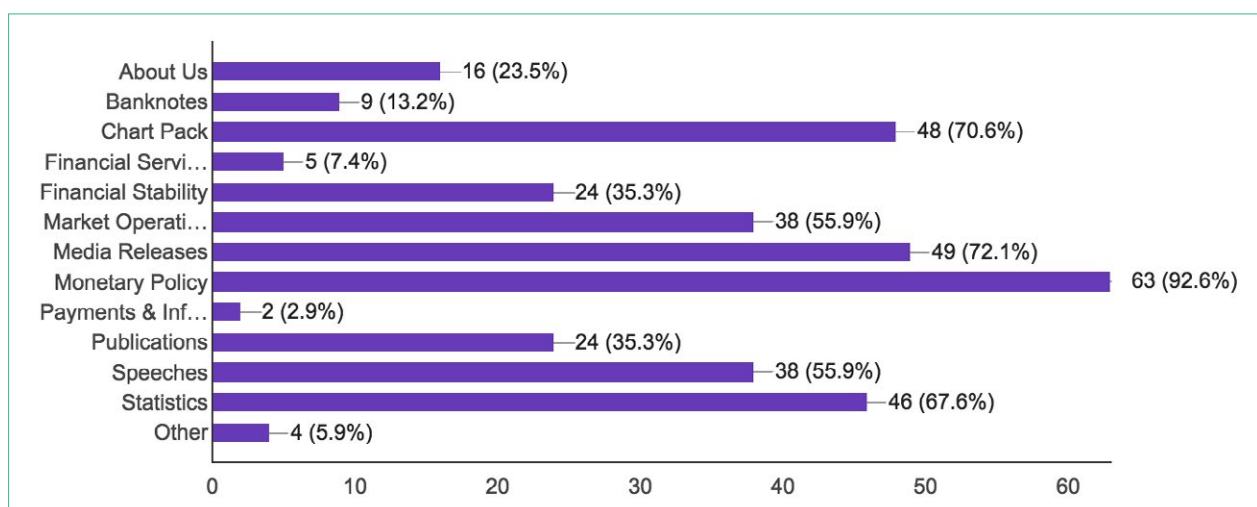
Most survey respondents had accessed the RBA website to support their teaching multiple times per term (85%), compared to once per time (10%), once per year (3%) and never (2%).

The most commonly accessed parts of the RBA website included (multiple responses permitted):

- Monetary Policy (93%)
- Media Releases (72%)
- Chart Pack (71%)
- Statistics (67%).

The full list of accessed resources is shown in Figure 1 below.

Figure 1 Question 4 - Which Part of the RBA website do you access?





The usefulness of the resources of the RBA website to support teaching of economics was quite positive. Respondents stated it was extremely useful (41%), very useful (35%), useful (22%) and of little use (2%).

Suggestions for additional resources the RBA could make available to better support the teaching of economics included:

- Quarterly stats and charts pack - specifically designed to link to the syllabus (96%),
- PowerPoint presentations of quarterly updates in global and domestic economics conditions (90%), and
- Briefings to explain some aspects of the Economics curriculum e.g. 'the influence of

the Reserve Bank on exchange rates' (90%)

Preference for how the RBA might best provide additional support included:

- additional resources on the website (92%)
- guest speakers at conference (65%)
- face-to-face teacher and student workshops (60%)
- published videos of lectures (57%).

The survey provided some insight into the textbooks used for HSC economics. The most popular books are Dixon (81%) and Riley (53%), with a number of other textbooks used in addition. All responses are listed below in Figure 2.

Figure 2 - Question 8 - Which textbooks do your HSC Economics students use?

Response	Percent
Australia in the Global Economy (Tim Dixon)	80.9%
Cambridge Checkpoints: HSC Economics (Anthony Stokes and Sarah Wright)	14.7%
Cambridge Economics (Mike Horsley)	5.9%
Creative HSC Economics (Ian Moore)	13.2%
Dot Point HSC Economics (Mohan Dhall & Gauri Gupta)	8.8%
Excel HSC Economics (Jeremy Buultjens)	8.8%
Updated Economics (John Bulmer)	19.1%
Year 12 Economics (Tim Riley)	52.9%
Other:	7.4%

The most common resources, other than textbooks, used by teachers included:

Australian Bureau of Statistics (ABS), Australian financial institutions websites (Commonwealth Bank, National Australian Bank, Westpac and ANZ), Board of Studies Teaching and Educational Standards (BOSTES), Department of Foreign Affairs and Trade (DFAT), The Economist, hsceco.com.au, Keystone Economics, Ross Gittins, Sydney Morning Herald (SMH), Treasury, UBS Student website, and YouTube.

Respondents who had taken their students to the RBA for an 'excursion'/presentations on Monetary Policy and the Australian economy had variable experiences. Some teachers stated their school was too far away to take students on an excursion and requested consideration of these barriers in the planning of new resources or support of materials.

Comments on how the RBA can improve the usefulness and accessibility of information on monetary policy for both students and teachers included suggestions regarding use of animation videos, more diagrams, activities, flowcharts, more detailed analysis, targeting the syllabus, and explanation of the Domestic Market Operations (DMO).

Concluding comments from participants on the survey included: regular blogs, commendations of the resources of the RBA, and continued work with economics teachers.

The full results of the survey were passed on the RBA to analyse and respond. The Bank has expressed appreciation for EBE's response and advice.

EBE and the RBA: Where to next?

In 2017, the RBA is keen to convene focus groups of teachers to explore further how they can assist teachers. From the survey, 31 participants expressed interest in participating in focus groups. Future member newsletters will contain more information as this is made available in 2017.

The RBA will once again sponsor a NSW Premier's Teacher Scholarship targeting research on Economics education. Details of this scholarship and the First State Super Financial Literacy scholarship will be advertised on the EBE website and in the newsletter in 2017.

EBE thanks members who participated in the Economics survey. The data provided from the responses is invaluable.



Understanding Social Enterprise with The Big Issue Classroom

Melissa Walsh and Sam Clark, The Big Issue Classroom

I grew up in the suburbs but I moved out of home when I was 15. I was a rebellious teenager, wasn't getting along with my parents. I was share housing for a couple of years, then things went a bit sideways and I ended up homeless, kind of on-and-off. I was sleeping in my car for a while and sleeping rough for a long time, and staying at dodgy boarding houses and things like that for about eight years.¹

Michael's story is more common than you might expect. In Australia, more than 105,000 people experience homelessness each night.² In all parts of the country, men, women and children may find themselves on the streets or, as is often the case, in shelters or 'dodgy boarding houses' such as Michael described.

Economic Costs

Homelessness has a profound human cost, but there are also economic costs. Estimates put the average cost of a person experiencing homelessness at between \$10,000 and \$40,000 per year due to increased demands on services.³ In 2016, youth homelessness alone will 'cost' \$626 million, as young people experiencing homelessness have far greater contact with emergency health services and the justice system, whilst being put at significant disadvantage in the labour market due to interrupted education and the increased likelihood of psychological distress.⁴

The financial impact of homelessness poses important questions for economics, commerce and business students:

- How do we quantify the economic costs of homelessness and unemployment?
- Where do service providers – including government – find the funds to support people as they strive to break cycles of disadvantage?
- Does business have an ethical responsibility to address social problems?

The Big Issue Classroom is a resource which enables teachers and students of Commerce, Economics and Business Studies to explore these questions, and more.

The Big Issue Classroom

The Big Issue is a not-for-profit organisation that develops sustainable solutions to help homeless, marginalised and disadvantaged people positively change their lives. Many Australians are familiar with the sight of vendors selling *The Big Issue* magazine on street corners around the country. They may not know The Big Issue is the nation's longest-standing and most significant social enterprise, which has created employment opportunities for thousands of people since it launched in 1996.

The Big Issue established The Big Issue Classroom in 2009, which offers workshops in Melbourne, Sydney, Canberra, and online throughout Australia. Over the last six years, The Big Issue Classroom has provided more than 80,000 secondary and primary students with a real life insight into homelessness, marginalisation and disadvantage. Participants hear first-hand from people who have experienced disadvantage, meaning every workshop booked provides a shift of paid work for a guest speaker.

Student Workshops

Our workshop 'Case for Social Enterprise' has particular relevance for students in New South Wales studying Preliminary and HSC Economics and Business Studies. Students:

- Are introduced to the theoretical and practical aspects of social enterprise;
- Explore The Big Issue as a case study, and how the business operates including marketing, financing and human resource management;



The Big Issue presenters Andrew and Danya

- Hear the story of a guest speaker who has experienced homelessness and unemployment, therefore gaining first hand insights into the impacts these have on the individual;
- Consider the role the Government plays in the economy and the future challenges Australian governments will face, particularly in relation to taxation;
- Discuss how consumer choices can make a difference, and have the potential to improve economic outcomes.

Students in NSW and ACT can participate in The Big Issue Classroom by attending a session at our Redfern or Canberra classroom spaces. Our workshops are also offered online. **The eClassroom is particularly valuable for students in remote and regional areas:**

The students had a great learning experience today! Living in a small regional town of 8000 people, the students have a limited experience of homelessness and rarely get to access great resources such as yours! They particularly enjoyed listening to Michael's story. It will really help broaden their understanding of the topic. Please pass on our thanks to Michael as well!⁵

After the workshops, teachers and students are given access to our downloadable lesson ideas, including research prompts and business planning templates. The Big Issue Classroom, therefore, prompts students to consider alternative perspectives about the role of business in addressing significant social issues, and the role they can play as consumers.

About The Big Issue

The Big Issue magazine was launched in Australia in 1996, modelled on the UK's successful street magazine of the same name. Vendors come from a range of backgrounds, including mental illness, homelessness, long term unemployment, intellectual and physical disability, drug and alcohol dependency and social isolation. By selling *The Big Issue*, people facing these challenges can earn an income, build their confidence and capacity to help themselves. Since 1996, vendors have earned \$24 million through selling the magazine.

The Big Issue also creates employment through The Women's Subscription Enterprise, The Big Issue Classroom, and The Big Idea. The Big Issue runs two further initiatives, the Community Street Soccer Program and Homes for Homes. The Big Issue's initiatives tackle Australia's biggest social issues. Given the economic impact of homelessness and disadvantage on the wider community, it is important to encourage students to explore the challenges facing many Australians and arrive at a deeper understanding of the roles business and government play in improving social outcomes.

All of us – including Michael – would benefit.

To Learn More

To find out more about The Big Issue Classroom (including curriculum relevance and booking details), *The Big Issue* magazine and the Women's Subscription Enterprise visit www.thebigissue.org.au. For general enquiries or to book a workshop, contact Sam Clark at nswclassroom@bigissue.org.au or 02 8332 7200.

(Endnotes)

- 1 'Michael' in Sophie Quick (2016), 'Close to Home: Three Perspectives on Housing in Melbourne', *The Wheeler Centre Notes*, <http://www.wheelercentre.com/notes/close-to-home> accessed March 29, 2016. 'Michael' is also employed as a guest speaker in The Big Issue Classroom.
- 2 Australian Bureau of Statistics (2012), *Census of Population and Housing: Estimating Homelessness*, p. 5.
- 3 AHURI (2007), *The Effectiveness and Cost-effectiveness of Homeless Prevention and Assistance Programs*, Table 19.
- 4 David MacKenzie et al., (2016) *The Cost of Youth Homelessness in Australia: Research Briefing*.

Vale Mike Horsley

3 August, 1951 – 2 September, 2016

If you google 'Mike Horsley' - (that's Mike Horsley the academic, teacher and researcher, not Mike Horsley the engineer, baseball star or classic yacht specialist), a myriad of images and links will appear.

The images, many recent ones, mostly show our Mike resplendent in one of his favourite bandanas, a feature of his wardrobe over the last three or so years to cover the impact of surgery to remove a melanoma from his head. More importantly, the images and the links sketch the extensive and rich professional life of Mike and his many research, academic authorship and teaching interests and achievements.

Mike was prolific in all he achieved. He was larger than life. And the social media trail on the web, in Linked-in, Google, Twitter, The Conversation and other places serves as a constant reminder of how fortunate we have been to share in and benefit from his many gifts.

Mike grew up in Punchbowl and attended Punchbowl Boys' High School. Many will remember his delight in quoting what he said was the school motto – 'Retaliate first.' (Mike – we didn't believe you). In the months before he passed away, on one of his visits to Sydney, Mike visited the Punchbowl library where he spent many hours as a diligent student preparing for his HSC exams. He was then and remained the diligent student, an unquenchable thirst for reading and gaining new knowledge never left him.

Mike began his teaching career as a secondary economics teacher, although like many of us, he taught many subjects. Mike was gifted in Maths and the Sciences too (and cricket and tennis...) – but Economics was his favourite. Early in his career, he was relied upon by other less gifted beginning teachers who were at risk of not successfully gaining their 'Teaching Certificate'. Mike would guide/lead them in the preparation of their demonstration lessons, helping them to learn from him as well as secure a pass. This generous spirit – always ready to help and support others – featured strongly throughout his life.

Mike's talents and interests took him out of the classroom and towards challenges and adventures in the Pacific, particularly Fiji. Mike became deputy director of a UNESCO/UNDP/IOE regional vocational education curriculum project in the 11 countries of the South Pacific. With Ni-Vanuatu partners, he established a new business school in Espiritu Santo in Vanuatu and for some years was a resident of Samoa and Fiji. Mike retained strong ties with the Pacific and USP. One of the last significant research projects Mike led was in Fiji – Access to Quality Education Program - AQEP Fiji. Unsurprisingly, given Mike's passions, the focus of the research was to develop a model for a more equitable and efficient distribution of scarce educational resources in schools in Fiji.

From 1991–1995 at the University of Sydney (USYD) Mike was Director of the Diploma in Education and then from 1996–2000 inaugural Co-Director of the Master of Teaching. This was ground breaking work, and in many classrooms in schools across NSW, there are talented teachers who were taught by Mike in the Masters program. During this time Mike supported schools with significant Pacific Islander enrolments (Samoan, Tongan, Fijian) in establishing homework centres. He worked closely with the parents and communities and gave many hours of his time in establishing the centres and ensuring their sustainability. It was not uncommon for Mike's phone to ring late after hours, with a teacher or parent or pastor seeking his advice regarding a student or a family.

During his time at USYD, one of Mike's research interests became the use of educational textbooks and materials in classrooms. This led to Mike becoming the co-founder and chief judge of the Australian Publishers' Associations awards for excellence in educational publishing in 1993. The next twenty-one years of being chief judge were a labour of love for Mike who was highly regarded for his expert knowledge and capacity in building relationships with all sorts of publishers across primary and secondary education, universities and vocational education. The awards task each year was demanding and time consuming, but he loved it. When



Mike Horsley at EBE NSW Annual Teachers Conference 2005 MLC
Burwood

interviewed in 2014, his last year of running the awards, Mike stated that the most important contribution he made was to 'stay cool.' 'Often people can get very emotional about an educational publication that they have poured their heart and soul into,' he said in an interview. Mike's 'cool' was just that. He could be firm and empathetic, and he would usually win most people over to his way of thinking – without creating resentment or animosity.

Mike's passion in this area of research connected him globally with like-minded researchers. In 2001 he joined IARTEM – the International Association for Research on Textbooks and Educational Media. In his roles as President and then Vice-President he convened conferences in South America, Madagascar, and Europe. He edited IARTEM journals and fostered global professional dialogue among experts in this area. In a tribute to Mike on the IARTEM website, the Board of IARTEM stated:

'Mike's ideas, network and energy were crucial to develop IARTEM from a European to a truly international organization.' (<https://iartemblog.wordpress.com>)

Subsequently, Mike advised foreign governments on textbook policy and assisted universities and

governments to establish research on textbooks and educational media through projects funded by international donors such as the Asian Development Bank, the World Bank, and UNESCO.

He published books and research pieces on digital textbooks and, more recently, was researching the use of eye tracking methodologies in learning. (He published a Business Studies textbook with Economics and Business Educators NSW (EBE) colleagues in 2011).

Mike was keen to become involved in and influence government education policy when he could – for the right reasons. In 2000 he was seconded from USYD in a part-time capacity to work on the NSW Government's review of teacher education in NSW led by Gregor Ramsey. The review report, *Quality Matters; Revitalising Teaching; Critical Times, Critical Choices* and its recommendations laid the foundation for many of the reforms that are still taking place in this important area today. In typical style, on his first visit to the secretariat, Mike took a life-size cardboard cutout of a teacher that had been created by some primary students in a school Mike had been working with. The 'cardboard teacher' had a number of 'annotations' added by the students, e.g. teacher has nice smile today, good brain, pretty dress, big hands ... The cutout remained mounted on the wall of the secretariat office for the duration of the review, ensuring a presence of the 'key stakeholders.'

Mike was the Partnerships Director in the Faculty's Division of Professional Learning before taking up an appointment as Associate Professor at UWS, followed by the Directorship of the Learning Teaching Education Research Centre ('LTERC') at Central Queensland University, Noosa. His principal contribution was to build the research profile of the university and extend its partnerships to other universities and education research centres in countries including Vietnam and South Korea. The profile of the centre grew substantially, and a number of international publications evidenced this cultural change. Mike worked across faculties – nursing in particular at Noosa. Such was his reach and versatility.

As President of EBE NSW from 2004 and later as Director, Mike drove significant reforms of



Mike Horsley Noosa CQ, University Deputy Vice Chancellor Professor Hilary Winchester and Professor Richard Walker at launch of Reforming Homework

the association. Using his irresistible charm, he recruited a number of talented new Directors (Andrew Skehan, Lyn Kirkby, Anne Layman, Bernadette Henry, Gavin Russell, Kate Dally, Gae York, Rhonda Thompson ... to name a few). This strong team with the help of the loyal and dedicated office administrator Annette Davies breathed new life into an organisation that was in financial trouble, with waning membership. Mike expanded EBE's professional development program and ensured an evidence-based approach to the association's support for its members, especially beginning teachers. He led a program that saw EBE Directors travel to regional centres in NSW to ensure country teachers' access to quality professional learning. HSC student lectures were also delivered in these centres, many of them delivered by Mike himself. (He could cover all courses with expertise, for teachers and students, Economics, Business Studies, Legal Studies, Society and Culture)

Mike forged strong partnerships for EBE and gained vital sponsorship for the association's key activities. Those partnerships with, for example, the Commonwealth Bank and CPA Australia, remain strong today. During this time EBE NSW successfully applied for an Australian Government Quality Teaching Project (AGQTP) grant to fund a research project based on 'Lesson

Study.' This was groundbreaking research, and although on a small scale, it was cross-sectoral and illuminating in terms of its findings. The subsequent report on the project is a great read, carefully woven together by project leader Anne Layman and the wonderful Susan-Groundwater Smith.

During his time as President of EBE Mike led a project to establish professional teaching standards for teachers of Economics and Business Studies. This work remains unfinished, but at the time it also attracted attention from the national association Business Educators Australasia. Perhaps one of Mike's talented students might pick up this work someday. It was a strong vision and capacity for innovation that characterised Mike's leadership of EBE. He left the association in a much stronger position when he stood down – the profession learnt much from Mike in those days. He added 'intellectual grunt' and authentic passion. He was also engaged in a number of school-based projects. One of these, 'Teachers using Technology,' at Mater Maria Catholic College, Warriewood involved teachers co-constructing units of work based on the explicit and integrated use of technologies, was again before its time. The resultant report on the project was another illuminating piece, co-authored by Mike and consultant and dear friend of EBE, Glynis Jones. Sadly Glynis passed away in 2013. (She will undoubtedly be keeping Mike company somewhere in the heavens.)

It is no secret that Mike despised red tape and bureaucracy, especially when it 'cramped his style.' But he was clever and strategic enough to gather around him more 'moderate' influences and colleagues who would ensure grant budgets were acquitted and all accountabilities were met.

In 2013, Mike and his very good long time friend and collaborator/partner in crime Richard Walker wrote and published a unique book on homework. Mike and Richard shot to fame with interviews on television, radio and social media. These two good friends took several years to produce this work – but it was worth the wait. It is a blend of their complementary expertise – one the pragmatic practitioner and the

other the expert in educational psychology and student motivation. If you haven't read the book, buy it and give it to your principal, your P and C and your local politician (Horsley, M., & Walker, R. (2013). *Reforming homework: Practices, learning and policy*. South Yarra: Palgrave Macmillan).

In 2014 Mike and Richard were invited to provide a submission to the Victorian Government's Parliamentary Inquiry into Homework. Their appearance and submission were the first cab off the rank on 28 April 2014, and the transcript is worth a read. (http://www.parliament.vic.gov.au/images/stories/committees/etc/Homework_Inquiry/Transcripts/28_April_HorsleyWalker_CORRECTED.pdf)

Mike and Richard were 'sparking on all fours' and clearly put out a number of challenges for the committee's consideration. Mike was seriously unwell at that time – Richard carried his briefcase to the hearing. Mike then drafted an article for the Noosa local paper about himself 'Professor leaves hospital bed to assist Victorian Parliamentary Inquiry.' That was Mike – grab every opportunity.

Mike fought his cancer battle bravely and remained positive to the end. Medical staff at the Wesley Hospital in Brisbane were clearly very fond of him. They admired his determination and strength. He would bring them treats and subjected them to his terrible jokes.

While this piece focuses on Mike's professional life, his constant love for his family was evident to all. He was a wonderful father to Alison, Ben, Jennifer and Sadie, and a devoted partner to Siobhan. He bought a boat in Noosa and in his final months enjoyed many times out on the boat with family and friends. His colleagues at CQU Noosa described his contribution as 'inspirational.'

Mike was an outstanding and unique educator. He was a poet. He played guitar (four chords only) and enjoyed a song and unconventional dancing from time to time. He loved hats and wore many spectacular ones. His Indian –inspired hat collection resulted in the owner of a local Indian restaurant begging Mike for his hat – in exchange for payment for the meal. 'No way,' said Mike.

Mike's love and passion for travel remained fierce until his final months, planning adventures to Europe in his last days to fit in in-between rounds of chemo. His culinary tastes were simple – manoush from the Greenacre bakery was one of his favourites. And a favourite past time? Cappuccino and reading the Financial Review at the Bar Italia restaurant at Leichhardt would have to rate at the top of his list. Second, on the list would be the cappuccino and reading Die Welt at the Dussmann Bookshop in Berlin.

Mike was larger than life, one of a kind. He did 'break the mould....'.

Those who were close will struggle to fill the large void that has been left. We talk about people like Mike leaving a huge legacy and Mike certainly did. But here is 'one for the books', on 30 June 2016 an article in the Fiji Times featured this headline:

'AQEP benefits 44,000 Fijian students'. Now THAT'S a 'legacy' and that's Mike's work. Thank you, Mike (and that's a real Keynesian multiplier effect – how fitting!).

Postscript: When we posted news of Mike's passing on the EBE website we invited colleagues to send us their reflections about Mike. Many commented on his dedication and expertise, his generosity and enthusiasm. A good friend of EBE Ted Kramer summed up all our feelings:

'It will take me a while to get over the fact that Mike has died....A sad day for all of us'.

And from Paul Coghlan:

'Mike was a gifted educator who brought different perspectives to the art of teaching Economics and Business Studies. Mike was highly regarded by the student teachers under his care and many will have fond memories of his generosity of spirit and the interest he took in their formative years of teaching. He certainly made a contribution in so many ways to Economics and Business Studies education.' Paul Coghlan (Past ECTA President and Board Member)

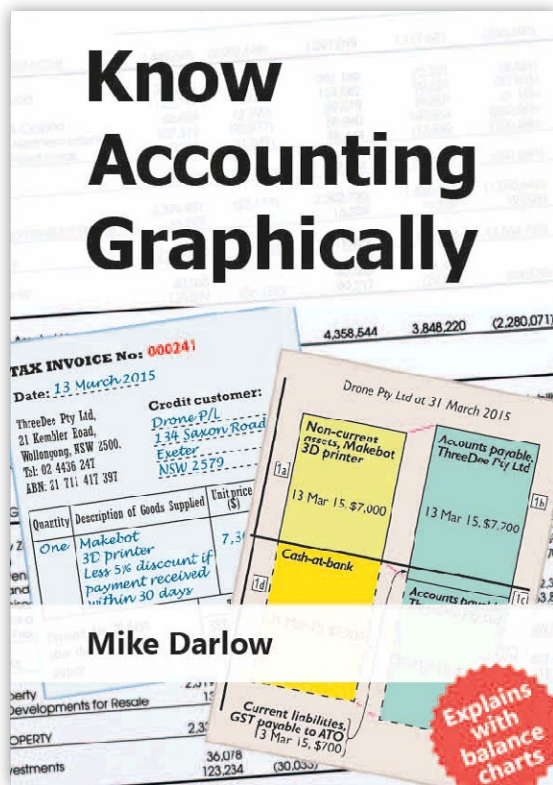
Rest in peace Mike.

Bronwyn Hession, EBE NSW Life Member

Book Review

“Know Accounting Graphically”

by Mike Darlow



(Published by The Melaleuca Press, 2016)

In this book, the author explains accounting concepts graphically using the balance charts which he invented and developed.

The author (who is not a teacher, nor an academic nor an accountant) has worked with drawings throughout his careers, first as a civil engineer and then as a woodturner. When he found the notes for a correspondence course in bookkeeping unclear, he sought a graphical way to understand them, and invented balance charts.

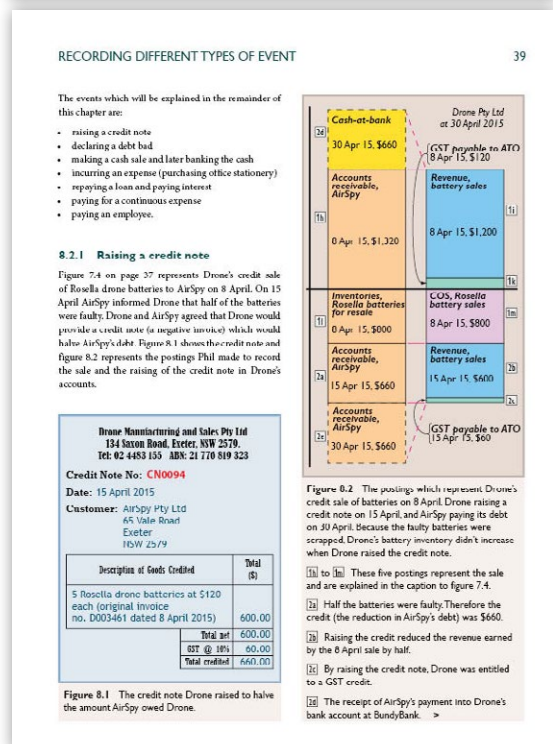
Chapters include:

- The Balance Sheet Equation
- The Chart of Accounts
- The Accounting Cycle
- Principles, Concepts and Laws
- Representing and Recording An Event
- GST
- Recording Different Types of Event
- Trust Accounting
- End-Of-Period Tasks
- Income Tax
- Financial Statements
- Financial Analysis
- Valuation
- Budgeting

Teachers of Business Studies in NSW may find some aspects of the book relevant when teaching accounting related subject matter and the balance charts approach may appeal to visual learners in particular.

More information about balance charts can be found in the article below, “Balance Charts: A New Way to Teach Accounting Basics” by Mike Darlow. In addition, there is a website – www.knowaccountinggraphically.com

Reviewed by Joe Alvaro, President – EBE NSW



Balance Charts:

A New Way to Teach Accounting Basics

by Mike Darlow

A sound understanding of the basics of accounting is necessary if students are to be able to assess and compare businesses. To gain that understanding has been far harder than it need be. Until now.

This article introduces balance charts, a new and graphical means to explain the basics of accounting. These charts were invented by New South Welshman Mike Darlow and are explained in his recently published book *Know Accounting Graphically*.

The earliest printed, and therefore widely available, explanation of accounting, Luca Pacioli's treatise on double entry, was published in 1494. It was essentially unillustrated as fig. 1

shows. Within the next 100 years books explaining accounting started to include illustrations of pages from books of account. Since then although accounting has been greatly developed, it continues to be explained in much the same way, with text.

The whole edifice of accounting is based upon the three-term balance sheet equation. In its graphical representation above the height of each box represents the balance of an account, that is the dollar amount associated with the centre of interest for which the box is named. For an active entity these three account balances continually vary through time, but must always comply with the equation's imperative.

As in literature, an account in accounting is a story. It's the chronological story of amounts of money called *postings* becoming associated with and disassociated from the centre of interest for which the account is named. Thus for, say, a supermarket, the balance of its stock of account rises when it purchases bacon from a wholesaler, and falls when it sells bacon to a retail customer. The accounts an entity keeps thus record its activities through time, where these activities are recorded as a continuing series of transactions. (A *transaction* is an 'episode which involves a monetary change in an entity')

Obviously recording an entity's activities in only the three accounts of the balance sheet equation won't allow an entity's managers to readily access the financial detail they need to manage efficiently and ensure that the entity complies with its obligations. Therefore the three account balances of the balance sheet equation are successively separated into constituent account balances which are arranged and linked in a structure called a chart of accounts (fig. 2).

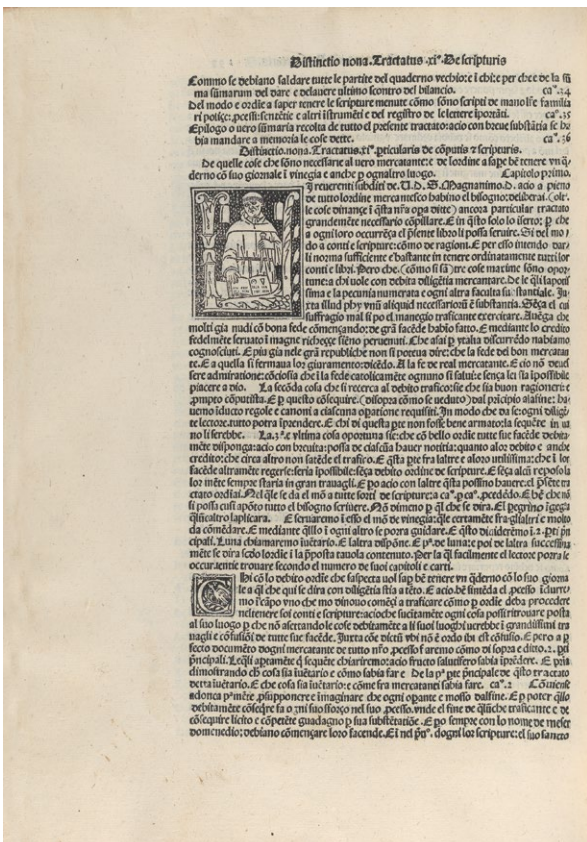


Fig. 1 The first page of the 27-page, 24,000-word treatise on double-entry bookkeeping from Luca Pacioli's 1523 edition of *Summa de Arithmetica*. Illustration courtesy of Edinburgh

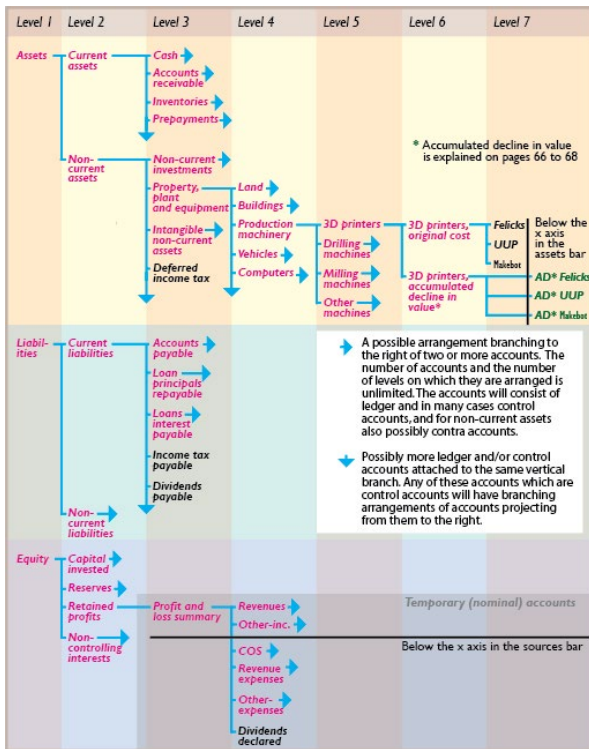


Fig. 2 A chart of accounts The accounts with black and green account names, and the other accounts not shown at the right-hand ends of separations are called ledger accounts, and are the accounts in which the entity's transaction postings are initially recorded. The other accounts, called control accounts, are summary accounts

Very small entities keep tens of ledger accounts; a major bank would keep millions, including one for each customer bank account. Therefore charts of accounts include summary accounts so that different managers can access information from the accounts at an appropriate level of detail.

In chapter 2 of his UK-published 1993 book *Accounts Demystified* Anthony Rice represents an entity's activities using what he calls *balance sheet charts* (fig. 3). Rice's charts were an important, but limited, advance in explaining accounting because they only represent balance sheets (essentially the balance sheet equation for the specified entity at specified balance dates), and only permit account balances to be pictured above a chart's x axis. Rice's charts therefore represent the balance sheet equation in the form: $Assets = Liabilities + Equity$.

I saw that if accounting was explained with similar charts which permitted amounts to be also shown below the x axis, the power and versatility of the resulting what I call *balance charts* would be vastly greater.

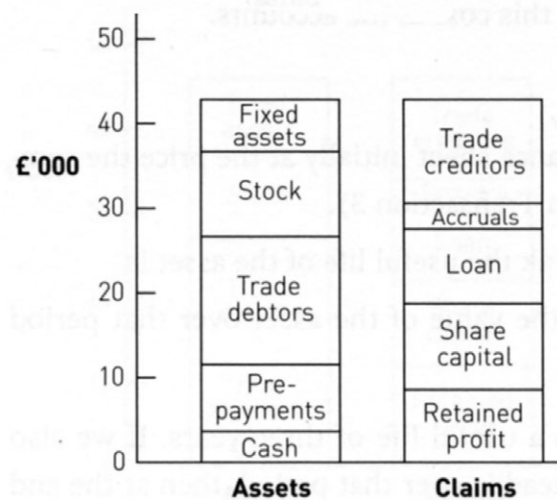


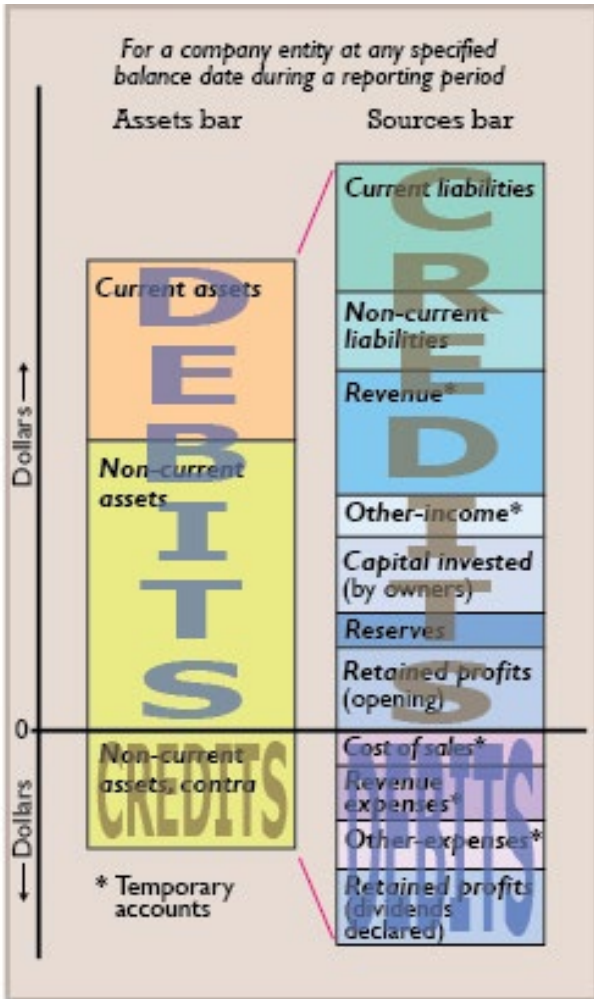
Fig. 3 Part of figure 2.17 from *Accounts Demystified*. I prefer to call Rice's claims bar the sources (of the monies used to control the entity's assets) bar. Illustration courtesy of Pearson Education Limited.

How do balance charts work? Fig. 4 shows a balance chart which represents a particular entity's balance sheet at a specified balance date. In this chart the three accounts of the balance sheet equation have been separated into the balances of fourteen control (summary) and ledger accounts.

How do ledger accounts come to have balances? The activities of an entity form a chronological series of events. A cash purchase or acquisition is a single-transaction event. A credit purchase or acquisition is a two-or-more transaction event. Fig. 5 shows the postings for the credit acquisition of a 3D printing machine from ThreeDee Pty Ltd by Drone Pty Ltd.

Every transaction is recorded in an entity's ledger accounts by two or more postings. Why two or more?

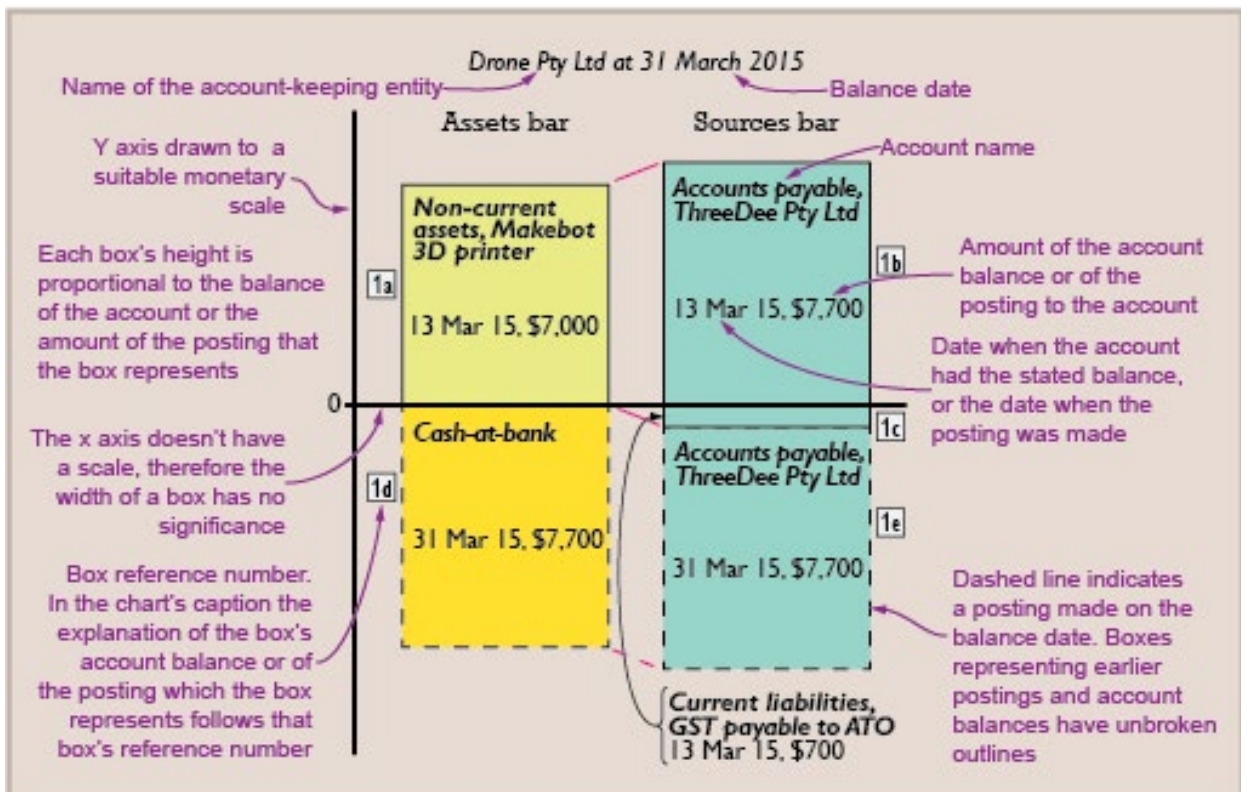
The foundation of double-entry bookkeeping, and therefore the whole of accounting, is the balance sheet equation. Put graphically, and as shown in figs 3, 4 and 5, that equation's imperative becomes: the net height of the left-hand bar (the total height in dollars of that bar's boxes above the x axis less the total depth in dollars of that bar's boxes below the x axis) must always equal the net height of the right-hand bar. Therefore to preserve the balance between the two bar heights, a transaction can only be correctly recorded by two or more postings.



LEFT: Fig. 4 A balance chart representing a balance sheet. The chart also defines debit and credit by location. A debit posting increases the height or depth (balance) of a debit balance or decreases the height or depth of a credit balance. A credit posting decreases the height or depth (balance) of a debit balance or increases the height or depth of a credit balance. In balance charts the left-hand bar is called the assets bar because it records the dollar amounts of the resources the entity controls. I call the right-hand bar the sources bar because it records the sources of the monies which the entity uses to control its assets.

*Temporary accounts are accounts which are closed at the end of reporting periods (their balances are brought to zero by being transferred to a profit and loss summary account).

BELOW: Fig. 5 A balance chart representing a two-transaction credit event: the credit acquisition by Drone Pty Ltd of a 3D printer from supplier ThreeDee Pty Ltd on 13 March 2015, and Drone's payment on 31 March of the related bill. Balance sheet boxes always represent positive amounts. The location of the box representing an additive posting to, or the positive balance of, an account will be in the same bar and on the same side of the x axis as the box representing the category of accounts to which the subject account belongs in fig. 4. When an account balance or a posting to an account is negative, the box representing it will be in the same bar but on the opposite side of the x axis.



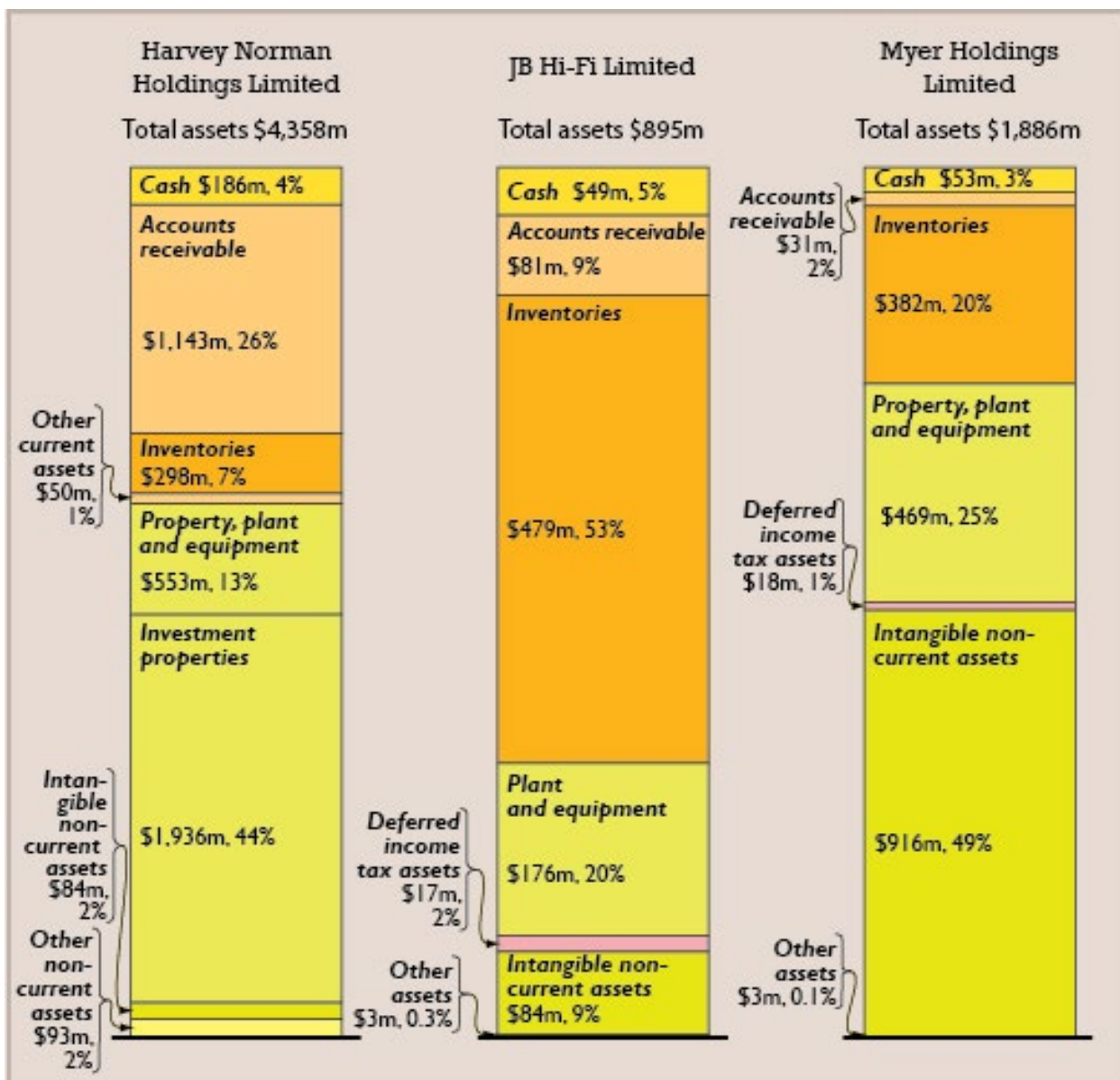


Fig. 6 Balance chart assets bars for three Australian public companies which sell electrical goods. Harvey Norman Holdings Limited, JB Hi-Fi Limited, and Myer Holdings Limited as at 30 June 2015 prepared from their 2015 annual reports.

The three public companies have different amounts of total assets, but by displaying them at a common height you can readily see that the proportions of the balances of their major asset categories differ considerably although all three companies are major retail chains:

- 44% of Harvey Norman's assets are investment properties reflecting that an important part of Harvey Norman's business is leasing stores to franchisees.
- JB Hi-Fi is nearer to a conventional retailer and has 53% of its assets in inventories.
- Myer is unusual with 49% of its assets intangible, and consisting mainly of goodwill and trademarks.

I explained earlier that an account balance consists of the total of all the postings made to that account from when it was first opened. Balance charts can therefore represent account balances and/or postings as fig. 5 demonstrates. Balance charts can therefore represent, one or more transactions, financial statements, trial balances, comparisons between entities (see fig. 6), budgets, etc. All this and more are explained in *Know Accounting Graphically*.

The book has 120 A4-size pages printed in full colour. Its rrp. is \$25.00. It's available post free from: The Melaleuca Press, 21 Wilsons Lane, Exeter, NSW 2579 (phone 02 4883 4455, website <http://knowaccountinggraphically.com/>).

President's Report to the 2016 Economics and Business Educators NSW Annual General Meeting (12 December 2016)

It is my pleasure to present the Economics and Business Educators NSW (EBE NSW) President's Report for 2016. Since the last EBE Annual General Meeting (AGM) on 7 December 2015, it has been an exciting, productive and successful year for EBE NSW as we have sought to serve our members and their students and support them in the classroom as they have taught the Board of Studies, Teaching and Educational Standards NSW (BOSTES NSW) Economics, Business Studies, Legal Studies and Commerce courses, providing them with high quality educational services.

We are currently implementing our Strategic Plan 2015–2017 which communicates the vision of EBE NSW:

- “Inspire teachers to be passionate and dynamic Economics, Business, Legal and Commerce educators.”

The three strategic pillars in the strategic plan are:

- Professional growth (Goal: Develop teacher capacity in Economics, Business, Legal and Commerce education)
- Networking (Goal: Build a supportive network for Economics, Business, Legal and Commerce educators)
- Advocacy (Goal: Act as a voice on matters of significance to Economics, Business, Legal and Commerce educators)

The strategic plan continues to be put into action and we have achieved excellent results for our members and their students this year.

EBE NSW would be unable to achieve its vision and goals without the knowledge, skills and time of the educators who are members of the EBE NSW Board of Directors. Twelve educators made

up the Board of Directors during the last year:

- Mr Joe Alvaro
- Mr Andrew Athavle
- Ms Cheryl Brennan
- Ms Kate Dally
- Mr Greg Hannelly
- Ms Bronwyn Hession
- Ms Kate Keeley
- Mr Matthew Parsons
- Ms Mai Ni Pham
- Ms Anna Tsoutsa
- Mr Glenn Walker
- Mr Nicholas Ward

We had a diverse Board with educators from government, Catholic, Christian and independent schools, as well as BOSTES NSW and a university. All Directors serve on a pro-bono basis. Cheryl Brennan and myself also sit on the Board of the Directors of the Professional Teachers' Council NSW (the coordination and consultancy body for professional teacher associations in NSW), of which we are a member organization. I also sit on the Board of our national subject association, Business Educators Australasia, as the NSW representative. This diversity enables EBE NSW to better serve the interests of all members and remain strategically focused as it carries out its activities and faces the challenges in the current educational environment.

Full Board meetings were held twice every school term and Board members also communicate regularly online. We are grateful to Club Burwood RSL for allowing us to use their meeting rooms for our Board meetings at no cost.

I would like to thank all the Board members for all their work and willingness to give to and share with the teaching profession and assist teachers to improve student learning outcomes. It is not always easy juggling the demands of a full time job and carrying out the important and useful work we do for EBE NSW on a pro bono basis, and I would like to acknowledge the contributions of all Board members. I also add a vote of thanks to Board members who carried out the added responsibilities as an Executive Board member. Thank you to Cheryl Brennan (Vice – President), Kate Dally (Vice – President) and Glenn Walker (Treasurer).

EBE NSW membership numbers continue to be strong and we continue to experience a growth in members as shown in the table below. Our members are made up of teachers in both government and non – government schools in NSW, teachers from Australian international schools overseas, student teachers and members in the “business/corporate” category. Our total membership stands at 460 (this figure includes individual memberships, school/ library memberships and business/corporate memberships). While our membership figures remain healthy overall, there is potential to increase these numbers and engage those teachers in schools who are not members. In addition, our student teacher members could be increased. We envisage more teachers will apply to be members of EBE NSW in the future as they seek ways to address the Australian Professional Standards for Teachers.

EBE NSW Membership Figures 2012 – 2016

2016 (as at 21 November 2016)	2015	2014	2013	2012
460	427	390	356	349

I wish to thank our members for their support of the association and participation in our activities this year. In all our activities our top priority is meeting and exceeding the expectations of our members.

EBE NSW is passionate about the subject matter in the courses it represents and supports and considers these courses critical for a relevant and balanced school curriculum. EBE NSW continues to support teachers of the junior secondary elective course, Commerce. This course continues to be popular with young people and plays an important role in increasing the knowledge and skills of young people in the areas of consumer and financial literacy, enterprise, law, and civics and citizenship. Quality support also continues for the senior courses our members teach – Economics, Business Studies and Legal Studies. Statistics from BOSTES NSW (available from its website) for the 2016 Higher School Certificate examinations revealed that Business Studies was the fourth most popular subject in NSW with 17 492 students (males = 53% and females = 47%) , after English, Mathematics and Biology. Legal Studies had 10 565 (males = 39% and females = 61%) students enrolled and Economics 5262 (males = 65% and females = 35%) students enrolled.

While EBE NSW is pleased to see the high number of students studying Business Studies and Legal Studies, we would like to see more students learning the important subject matter in the Economics syllabus (in particular more females). We are currently working with the Reserve Bank of Australia to address these concerns.

The strength and sustainability of the teaching profession is directly related to the quality of our teachers. Good teachers never stop learning. This is why designing and conducting professional development courses is our core activity. EBE NSW continues to provide members with access to effective, syllabus friendly, classroom focused and cost friendly professional development courses to assist teachers in providing meaningful and engaging learning experiences in the classroom. We are especially committed to supporting beginning teachers as they face the challenging and demanding early years of teaching. It has been a year of strong member involvement with regards to our professional development courses. We have implemented a busy

professional development program this year carefully prepared to meet the professional learning needs of teachers:

1. "Teaching the Preliminary Course (Year 11) in Economics or Legal Studies for the first time?" – 9 March 2016
2. "Teaching the Preliminary Course (Year 11) in Business Studies for the first time?" – 11 March 2016
3. "Revamping and Resourcing Commerce" – 30 March 2016
4. "2016 EBE NSW Annual Conference" – 20 May 2016 (This is our major event. 216 teachers attended the 2016 EBE NSW Annual Conference this year.)
5. 2016 EBE NSW Economics Update Conference" – 17 June 2016
6. "Teaching the HSC Course (Year 12) in Business Studies for the First Time?" – 5 August 2016
7. "Teaching the HSC Course (Year 12) in Economics or Legal Studies for the First Time?" – 7 September 2016
8. "2016 EBE NSW Legal Update Conference" – 25 November 2016

Three EBE NSW Directors (Cheryl Brennan, Bronwyn Hession and myself) attended the 2016 Business Educators Australasia Biennial Conference on 29 and 30 September 2016 in Tasmania and participated in a national conversation about the courses we represent and support.

In addition, two sessions at the 2016 Business Educators Australasia Biennial Conference were presented by EBE NSW Directors:

- Australia's National Credit Legislation: A Young Peoples' Friendly Guide Using a Real World Approach – Joe Alvaro
- Achieving Student Engagement Through Business Case Studies and Contemporary Issues: A Guide to Developing Resources to Improve Learning Outcomes – Cheryl Brennan

Thank you to all the EBE NSW Board members who convened our professional development

courses this year and who designed and presented sessions at these events, enabling members to benefit directly from the expertise of EBE NSW Board members during these courses. I also thank all our other presenters this year. All our courses are evaluated by attendees and we use this information to learn about what is working well and what needs improving. Overall evaluations this year indicated that the content of our professional development courses are meeting the professional learning needs of teachers and student teachers attending.

EBE NSW (through the Professional Teachers' Council NSW) is a BOSTES NSW endorsed provider of professional development for the maintenance of accreditation at Proficient, Highly Accomplished and Lead levels, and a number of our members use professional development hours from our courses to meet their accreditation requirements with BOSTES NSW. Courses that are endorsed are advertised on the BOSTES NSW website which enable us to benefit from this additional method of promotion. Our courses this year were BOSTES NSW endorsed and I thank EBE NSW Director Bronwyn Hession for preparing the endorsement application for each course.

Further professional development was available to members through the EBE NSW Helpdesk (helpdesk@ebe.nsw.edu.au) enabling them to access EBE Directors for advice and assistance in relation to the teaching and learning of Economics, Business Studies, Legal Studies and Commerce this year.

We awarded three professional learning grants this year:

- Two professional learning grants were awarded to two EBE NSW members from remote areas of NSW to attend the 2016 EBE NSW Annual Conference.
- One professional learning grant was awarded to an EBE NSW member to attend the 2016 Business Educators Australasia Biennial Conference in Tasmania.

EBE NSW continued the selling of the following EBE NSW publications this year which are designed to enhance teaching and learning programs in schools:

- The EBE NSW Book of Economics Questions for HSC Students
- Annual EBE Trial HSC Examinations (Business Studies, Economics and Legal Studies). The EBE NSW Trial HSC Examinations give EBE Directors another opportunity to share their expertise and experience with members.

“The EBE Journal – Journal of the Economics and Business Educators NSW” continues to be provided in an electronic format which is accessible by members on the EBE website. Past issues of the journal are also available on the website, which enables members to access professional reading and resources which are available in the journals. I would like to thank EBE NSW Director, Mai Ni Pham, for all her work on “The EBE Journal” as the Editor and all the contributors to the journal this year. EBE NSW has a long history of providing a journal to members and we are committed to continuing this EBE NSW membership benefit into the future. The journal is especially important for our members in remote areas.

We continued to run the CPA Australia Plan Your Own Enterprise Competition in NSW this year in association with Business Educators Australasia, which enables students in NSW and around Australia to develop their business planning skills. I would like to thank our PYOE NSW Coordinator, Nicholas Ward, for all his work in coordinating the competition in NSW this year, including the coordination of the NSW short listing process. Thank you to the EBE NSW Board members and teachers who were on the short listing panel this year. I also thank Joshua Ang (Relationship Manager, Education and Business Development) from CPA Australia for judging the NSW finalists.

We were able to recognize the PYOE NSW winners at our annual NSW awards ceremony on 5 October 2016 at the Sydney office of CPA Australia. At the ceremony prizes and certificates were awarded to the NSW student winners and their teachers. I congratulate again the following winners and their teachers from NSW:

- Division 1 (Individual entry) – Sarah Matthias, Loreto Normanhurst for her business plan, “Waffles on Wheels” (Teacher: Mr Matt Kohlhagen).
- Division 2 (Group entry) – Ashna Kapoor, Anna Michael, Ashley Oliver-Sjahry, MLC School for their business plan “ZIPCharge” (Teacher: Ms Allison McCulloch).

All Division 1 winners from each state and territory attended the Australasian national judging and awards ceremony in Victoria where they presented their business plan to a national judging panel. Division 2 winners from each state and territory are also judged at a national level but do not attend the national awards ceremony (paper entries only). We were delighted to discover that at the Australasian national judging and awards ceremony on 13 October 2016, Sarah Matthias, our NSW Division 1 winner, also ended up being the national winner of the competition. I congratulate Sarah on this significant achievement at a national level. Congratulations also to James He and Anthony Vanderkop from The Hutchins School, Tasmania who were the national Division 2 winners for their business plan, “Swavoury Crepes”.

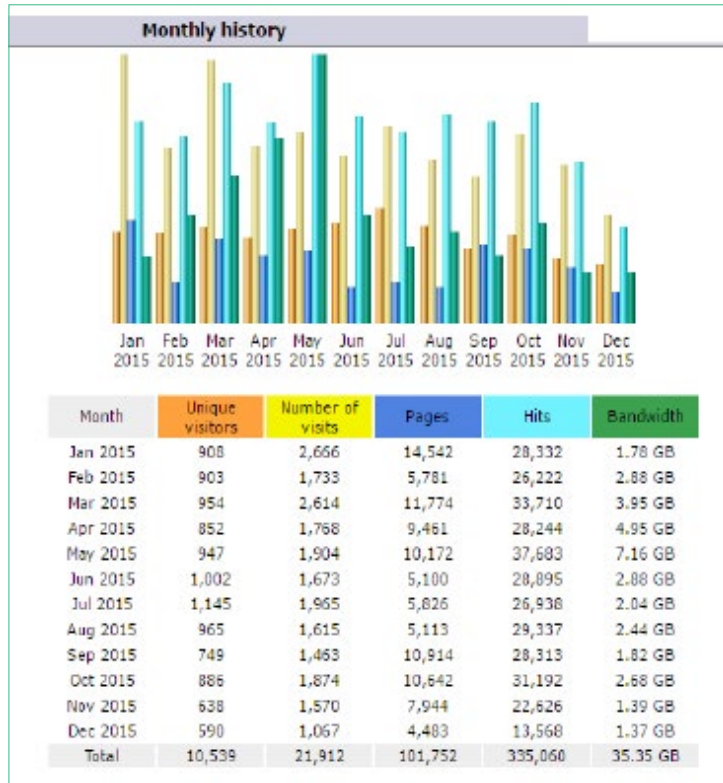
CPA Australia sponsors the PYOE Competition and I acknowledge its support of students and teachers through this competition. This competition is an excellent way for EBE to interact directly with students of the courses we represent and their parents.

Another way we are interacting directly with students and their parents is through our HSC student seminars at the 2016 HSC and Careers Expo and the 2016 Western Sydney Careers Expo (organised by “Resources for Courses”). We provide these seminars free of charge, enabling students and their parents to hear about strategies to maximise their examination marks in the courses we represent and support.

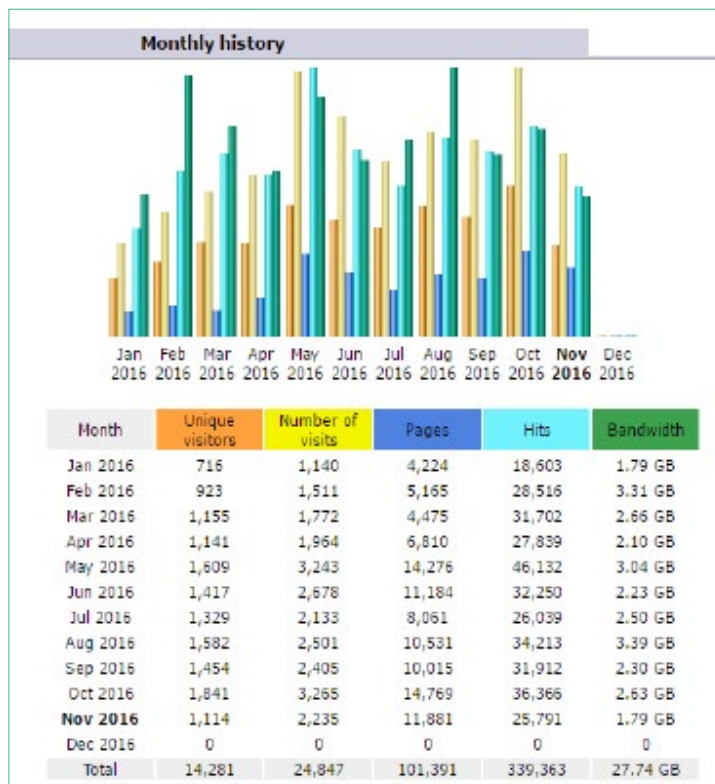
The EBE NSW website continues to be a major source of up to date information in relation to the vision and goals of EBE NSW. We outsource the upkeep of the technical side and design of the website to our webmaster, Rob Berry, while maintaining oversight of the content that appears on the website. As can be seen in the graphs below the EBE website attracts many visitors.

EBE NSW Website Statistics as at 21 November 2016

January–December 2015



January–November 2016



EBE NSW Website – Most commonly visited pages as at 21 November 2016

1. News
2. Home page
3. Board
4. Professional development
5. Publications

We have also continued to produce regular e-newsletters which are emailed to members, enabling them to receive all the latest news with regards to the teaching and learning of Economics, Business Studies, Commerce, and Legal Studies directly into their email inbox.

Improving the quality of the courses we represent and responding to changes in the area of education remains an ongoing feature of our work. EBE NSW is well placed to improve the quality of our courses and respond to changes in the area of education as we have members who are teachers in schools, active in the classroom, committed to their students and passionate about the curriculum.

This year EBE NSW made a submission to the NSW Government's Review of BOSTES NSW (for a copy of our submission visit the EBE NSW website or <http://bostesreview.nsw.edu.au/submissions/>). The NSW Minister for Education commissioned a review of BOSTES NSW to ensure its current role, membership functions and structure continue to best serve the community of NSW into the future by setting high and consistent education standards, building the best quality teaching and associated workforce and improving outcomes for all students. An independent expert Review Panel was convened by the Minister to undertake this review. The review of BOSTES is now complete. A final report was delivered to the Minister for Education at the end of June 2016. EBE NSW will closely monitor developments in this area, especially in terms of how they affect the teaching and learning of the courses we represent.

We have written a letter to the NSW Minister for Education, The Hon. Adrian Piccoli MP,

regarding the BOSTES NSW current planning in relation to plans to implement the Australian Curriculum for Economics and Business and the Australian Curriculum for Civics and Citizenship in NSW. At the time of writing we are awaiting a response and will keep members informed about developments in this area.

I represent EBE NSW on the Australian Taxation Office Individuals Stewardship Group. This is the Australian Taxation Office's peak consultation group for individuals as a means of improving the administration of Australia's tax and super systems in ways that benefit the national interest. Members are drawn from groups that represent or advise individuals, or are individual taxpayers themselves. The members of the group provide advice and experience to the ATO executive, who also may convene smaller ad-hoc groups or one-on-one arrangements to obtain advice on specific matters. Through this group I am able to express the needs and interests of teachers and their students with regards to teaching and learning about taxation related content in the curriculum.

I represented EBE NSW at the 16th Annual Meeting of Human Society and its Environment (HSIE) Professional Teachers' Associations and Tertiary Educators on 22 July 2016. HSIE professional teaching associations and tertiary educators in the area of HSIE came together to discuss the Australian Curriculum, learn from each other and discuss ways HSIE professional teaching associations could support HSIE pre-service teachers. Tertiary educators and professional teacher associations such as EBE NSW are an essential link between teachers, schools and the curriculum. EBE NSW recognises the importance of connecting with the future teachers of the courses we support who are studying at university and promoting the importance to them of becoming a member of EBE NSW. This year we continued to offer a student teacher membership category which is heavily discounted and student membership discounts to all our professional development courses.

Our two part-time office staffmembers, Annette Davies and Alan Hearle continue to be an asset to our association. They share the vision of the Board and continue to make significant contributions to our projects. However we have faced significant challenges with regards to the financial reporting function of the office and are working on ways to improve processes and increase efficiency in this area. We are grateful to the NSW Department of Education for providing us with cost friendly office space at their Ryde premises.

EBE NSW is in a healthy financial position and full details will be available in the audited accounts of the association for the 2016 Annual General Meeting.

I acknowledge the continued support provided to EBE NSW by Business Educators Australasia, its umbrella national subject association. Our connections to BEA are important to teachers and students in NSW because this is the channel through which we increasingly have input into matters relating to the Australian curriculum and other critical national matters which impact on us here in NSW. In addition, these connections enable us to offer the CPA Plan Your Own Enterprise Competition to our members and their students. I would like to thank the President of BEA, Tony Kuc and the Executive Officer of BEA, Christine Reid, for their leadership of BEA as they work with teachers from across Australia.

Economics and Business Educators NSW lost a fine colleague on 2 September 2016. Mike Horsley passed away at Noosa Private Hospital, Queensland after a very long and brave fight for over two years against a vicious and relentless cancer. Mike was a past President of EBE NSW and drove significant reforms of the association, leading to a focus on research and evidence based approaches to professional learning. He encouraged expansion of the association's activities to include support for teachers in regional areas, teachers in pre-service training, and those new to the profession. Mike also served on the BEA Board of Directors. As a past

student of Mike Horsley at the University of Sydney I witnessed first-hand his passion for the Social Sciences learning area. I still have his book, "Teaching Commerce" which he co-authored with Virginia Frost. In it they write, "when reflecting on the differences among humans and their behaviours it can become an overwhelming task to isolate categories of behaviours which are important for high school students to study. Yet what could be more fundamental human behaviour than any action to satisfy wants. The study of Commerce is an essential learning experience for all students" ("Teaching Commerce, Virginia Frost and Michael Horsely, 1991, Kia Orana Virmic, Page 1). Our sense of loss is enormous but Mike's legacy is everlasting.

Bronwyn Hession and Kate Dally have notified the Board of their intention to resign from the Board this year. They have both made significant contributions to EBE NSW.

Bronwyn Hession leaves the Board after 14 years of valued service to EBE NSW as a Director. She has been a member of EBE NSW since the early 1980s. Bronwyn has made an outstanding contribution to EBE NSW and will be missed. She has a passion for the work of professional teacher associations and their use of the shared wisdom model. Bronwyn is a great believer in the good work teachers can do by working together through their professional teacher associations to increase student learning outcomes in the classroom by supporting teachers through professional learning, networking and advocacy.

We would be here all night going through Bronwyn's contribution to EBE NSW over the years but it is worth mentioning the significant roles she has had including past President of EBE NSW, other roles on the Executive Board of EBE NSW, past President and Board member of Business Educators Australasia as the NSW representative and PTC NSW Director. Bronwyn has received significant awards for her contribution to education, including professional teacher associations:

- Australian Professional Teachers Association Meritorious Contribution to the Profession Award
- Professional Teachers Council NSW Outstanding Professional Service Award
- Fellowship of the Australian College of Educators
- Outstanding Educator Award (awarded at the 2014 Australian College of Educators NSW Wyndam Medal and Awards Dinner)

We have benefitted from Bronwyn's many years of experience in schools, Catholic education head office positions and her roles at BOSTES NSW, including Chief Examiner and Supervisor of HSC Marking for Economics – EBE NSW has gained from all this experience.

As President of EBE NSW I have valued Bronwyn's advice, wisdom and professionalism. She has been a great mentor for me and I will miss working with her on the Board. I thank her for her 14 years of service at Economics and Business Educators NSW. However, I am glad to report that Bronwyn has agreed to remain as a consultant to the Board.

Kate Dally leaves the EBE NSW Board after nearly two decades of service to EBE NSW as a Director. During this time she has given a lot of her time to contribute to the vision and goals of the organization, including serving on the Executive Board of EBE NSW, coordinating the EBE NSW trial HSC examinations and editing "The EBE Journal – Journal of the Economics and Business Educators NSW". She has also presented at many EBE NSW professional development events and many teachers have benefitted from her expertise and experience. I wish Kate all the very best for the future and thank her sincerely for her many years of service to the EBE NSW Board.

EBE NSW is highly respected and recognised. Despite this and our many achievements we cannot afford to be complacent as we look to the future. Funding by the government for many significant projects in the area of education continues to decrease, educational change

continues to increase and teacher associations like EBE NSW are being called upon to do more and more with limited resources. Many challenges and opportunities await us in the future:

- We need to continue to pay attention to developments in the area of education which impact on our members at the Federal and NSW Government levels and making our views known when appropriate.
- We need to continue to monitor the development of the Australian Curriculum: Economics and Business and Australian Curriculum: Civics and Citizenship as BOSTES NSW considers its response to these curriculum developments.
- We need to ensure that our professional development courses are responsive to emerging teaching and learning strategies and technologies.
- Exciting opportunities continue to develop for us as the NSW Government's "Great Teaching, Inspired Learning – A Blueprint for Action" policy continues to be implemented, including 16.4 ("the profession will be supported to inform and provide registered teacher professional learning") and as all teachers begin to move to the Australian Professional Standards for Teachers from 2018 making accreditation integral to teachers' progression and remuneration. This all has potential to build our capacity to provide professional learning opportunities to a wider audience.
- We need to continue to pay attention to governance issues and update our constitution.
- We need to continue to maintain the financial stability of our association and invest our finances more wisely so as to generate greater returns and to consider further ways we can use funds to add more value to membership of EBE. We must improve the financial reporting function of our association.
- We must ensure the EBE NSW office operates

effectively and efficiently based on the values in the EBE NSW Strategic Plan (2015 – 2017) – “excellence”, “ integrity” and “members first”, as it supports the Board members as they carry out their work.

- We must be on a path of continuous improvement, maintain high standards in all we do and continue to encourage and develop excellence in the teaching and learning of Economics, Business Studies, Legal Studies and Commerce, which we know are subjects that contain critical and powerful knowledge and skills that we want young people to leave school with and build on throughout their lives.

EBE NSW has been an active association over the past year, representing and supporting teachers and students of the BOSTES NSW Economics, Business Studies, Legal Studies and Commerce courses. On the 9th of November 2016 at the 2016 Professional Teachers’ Council NSW Presentation Evening , I accepted a Certificate of Appreciation from PTC NSW on behalf of the EBE Board of Directors which was presented to EBE NSW by Mark Scott, Secretary, NSW Department of Education “in recognition

of the association’s voluntary contribution during 2016 to quality education, the students of NSW and the teaching profession”.

The teaching and learning of the courses we represent and support would continue without EBE NSW but I would argue the quality of the lessons in classrooms and teacher capacity and confidence with regards to these courses would suffer if EBE NSW did not exist. Our association has made a very significant contribution to education this year and has played a significant part in furthering the teaching profession and assisting teachers to improve student learning outcomes.

I again thank all the EBE NSW Board members and the EBE NSW office staff for their efforts this year and for assisting me in my role as President. I also thank all the EBE NSW members who are driven to ensure their students reach their full potential.

Joe Alvaro
President
Economics and Business Educators NSW

12 December 2016



2017 EBE NSW Economics Update Conference



FRIDAY MAY 26, 2017 | 9.00 am – 3.30 pm

CPA Australia 3/111 Harrington St, Sydney NSW 2000

Conference Sponsored by CPA Australia | For more information : www.ebe.nsw.edu.au

Registration: 8.30 am - 8.50 am

Introduction
8.50 – 9.00 am

Welcome & Acknowledgement of Country
Kim Jackson, Life Member, EBE NSW

Session 1
9.00 – 10.00am

Labour Market Policies
The Hon. Senior Deputy President Jonathan Hamberger, Fair Work Commission
Preliminary Topic Four – Labour Markets (Labour market outcomes and Labour market institutions)
HSC Topic Four – Economic Policies and Management (Microeconomic policies > Labour market policies)

Session 2
10.00 – 11.00am

Economic Issues
Tim Bradley, General Manager, Economic Advice Service, Economic and Analytical Services, Department of Industry, Innovation and Science
HSC Topic Three – Economic Issues (Economic issues in the Australian economy - Economic growth)

Morning Tea
11.00 – 11.20am

Morning Tea provided by CPA Australia

Session 3
11.20am –
12.20pm

Exchange Rates
Jason Griffin, Senior Manager of Foreign Exchange Dealing, Reserve Bank of Australia
HSC Topic Two – Australia’s Place in the Global Economy (Exchange rates)

Session 4
12.20 – 12.50pm

Sponsor’s Session
CPA Australia

Lunch
12.50 – 1.20pm

Lunch provided by CPA Australia

Session 5
1.20 – 2.20pm

Case Study - China
Professor Hans Hendrichske, Professor of Chinese Business and Management, University of Sydney Business School, and
Dr Wei Li, Lecturer, University of Sydney Business School
HSC Topic One – The Global Economy (Case Study)

Session 6
2.20 – 3.20pm

Distribution of income and wealth
Jessica Irvine, Senior Writer, The Sydney Morning Herald
HSC Topic Three – Economic Issues - Economic issues in the Australian economy (Distribution of income and wealth)

Conclusion
3.20 – 3.30pm

Evaluation Forms, Participation Certificates and Close



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CONFERENCE FEES (GST inclusive)

EARLY BIRD RATE (register & pay BEFORE 5 MAY 2017)

Qty	Item	Price	Total \$
	Individual/School Member	\$154.00	
	Individual Non-member	\$253.00	
	Concessional Member	\$44.00	
	Concessional Non-Member	\$92.40	
TOTAL			

REGISTRATION FEE (after 5 MAY 2017)

Qty	Item	Price	Total \$
	Individual/School Member	\$209.00	
	Individual Non-member	\$308.00	
	Concessional Member	\$55.00	
	Concessional Non-Member	\$103.40	
TOTAL			

REGISTRATION (Please return completed form by **EMAIL** or mail)

REGISTRATIONS CLOSE Monday May 20, 2017

Name (1):	EBE NSW Member No. (if applicable):	
Name (2):		
Name (3):		
School Name:		
School Address:		
Suburb:	Postcode:	
Phone:	Mobile:	Fax:
Email (1):		
Email (2):		
Email (3):		
OTHER REQUIREMENTS: Please specify special dietary requirements :		
PAYMENT ~ This form becomes a TAX INVOICE upon completion & payment ~ EBE NSW ABN 29 002 677 750		
<input type="checkbox"/> Enclosed is my cheque/money order for \$ _____ payable to EBE NSW . Order #: _____		
<input type="checkbox"/> * Credit Card: <input type="checkbox"/> MasterCard <input type="checkbox"/> Visa _____		
Cardholders name: _____	Expiry date: ____ / ____	
Signature: _____	Date: _____	

*EBE's privacy policy endorses the National Privacy Principles set out in the Privacy Amendment (Private Sector) Act 2000 (see www.ebe.nsw.edu.au).



2017 EBE NSW Economics Update Conference



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Rural Professional Learning Grant

EBE will be offering a professional learning grant for one teacher in rural NSW, for the 2017 EBE NSW Economics Update Conference. The successful applicant will receive complimentary entry to the conference, and can claim up to \$750 travel and accommodation expenses.

The grant will be open to people who are:

- Secondary school teachers,
- Teaching stage six Economics in 2017,
- Currently employed in a NSW government or non-government school,
- Teaching in a school that is located a distance greater than 200 km from the venue (calculated by Google Maps)
- Current financial members of EBE NSW

Applicants for the grant will need to email EBE NSW (admin@ebe.nsw.edu.au) a statement of 600 words or less describing the expected benefits and learnings to be gained by attending the conference and networking with other teachers, and how those learnings will be shared with teachers from your school and region. Applicants should also indicate their willingness to write a comprehensive report about the conference for "The EBE Journal – Journal of the Economics and Business Educators NSW".

The applications will be judged on the following set of criteria:

- The content in the applicant's statement describing the expected benefits and learnings to be gained by attending the conference and networking with other teachers, and how those learnings will be shared with teachers from your school and region.
- Willingness to write an article on the conference for "The EBE Journal - Journal of the Economics and Business Educators NSW" - Issue 2, 2017 (minimum length: 1 A4 page)

Conditions:

The successful applicant:

1. Will have complimentary conference fees for the 2017 EBE NSW Economics Update Conference,
2. Will organise for the school to submit an invoice after the conference for the value up to \$750 for travel and accommodation.
3. Understands the invoice for expenses will be paid by EBE by Friday June 30 (Term 2, Week 10).
4. Will have their name, and school publicised by EBE
5. Will write an article based on the conference for the "The EBE Journal - Journal of the Economics and Business Educators NSW" - Issue 2, 2017 . This article will need to be submitted to Nicholas Ward by Friday June 30 (Term 2, Week 10).

Further information:

Nicholas Ward, EBE Director, admin@ebe.nsw.edu.au



Economics and Business Educators NSW through the Professional Teachers' Council NSW – NSW Education Standards Authority (NESA) as the endorsed provider of QTC Registered professional development for the maintenance of accreditation at Proficient, Highly Accomplished, and Lead levels.

Completing the **2017 EBE NSW Economics Update Conference, Friday 26 May 2017** will contribute 5 hours 30 minutes of NESA Registered PD addressing **6.2.2; 6.3.2; 7.4.2** from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



Economics & Business Educators NSW

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