Tranche 1 Scoping Papers

FEEDBACK SUMMARY – (English - Contemporary Literacies Levels 2-3)

RESPONSES: 1   REPRESENTING: 1 person

Existing Courses - Strengths and Weaknesses - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
N/A	N/A	No feedback provided	N/A Contemporary Literacies is a new course

Course Rationale - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
It could be more specific regarding the various literacies. For example, textual, media, visual, oracy, information and technology. E.g. Students need to learn skills for discerning reliable sources of media, texts and other information, as well as communicating.	Critical literacy is important for Level 3 too. Respondent(s) liked the inclusion of ethical communicators and literacy as a social practice.	Improve specificity regarding multiliteracies. Critical Literacy for Level 3 course The inclusion of 'ethical communicators and literacy as a social practice' in the course document was viewed positively.	Ways Forward: • Improve specificity regarding multiliteracies in the course • ensure critical literacy is coherent across the courses

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
0	1	0	0	0

Ways Forward:
The response provided supports the proposed course rationale.

In considering the focus areas identified in the Years 9 to 12 Curriculum Framework and this course rationale, do you believe the course is placed in the appropriate focus area?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
0	1	0	0	0

Ways Forward:

The respondent indicated that the course rationale is placed in the appropriate focus area.

General Capabilities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Yes	None provided	• The feedback supported the alignment of the course with specific General Capabilities.	Ways Forward: • Develop the course as proposed with specified General Capabilities

Cross Curriculum Priorities - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
All could be naturally embedded through good teaching practice. Not sure they need to be specified in the documentation. The focus on literacy as a cultural and social practice lends itself to looking at	None provided	• Cross Curriculum Priorities would be enabled naturally through the course content	Ways Forward: • Course is designed to enable flexibility regarding the inclusion of Cross Curriculum Priorities.

Indigenous perspectives and Australia's engagement with Asia.			

Core concepts, big ideas, essential learning or important considerations - Feedback response	Respondents' suggested ways forward	Summary of key themes and ways forward from feedback	CL Response / Ways Forward
It would be good to see a project-based task where students apply their learning by constructing and communicating beyond the classroom. As mentioned above, the focus on literacy as a cultural and social practice lends itself to looking at literacy in relation to other cultures.	It would be interesting to look at the history of literacy and language development. Digital literacy is particularly important for this generation.	• Request for an exemplar of a project-based task • Focus on literacy as a cultural and social practice lends itself to looking at literacy in relation to other cultures • Include the history of literacy and language development. • Digital literacy is highlighted as important for this generation.	Ways Forward: • Consider exemplar of a project-based task as support resource to support course implementation Consider the following aspects in the development of the course: • Focus on literacy as a cultural and social practice to consider literacy in relation to other cultures • The history of literacy and language development. • Digital literacy