

# Tranche 1 – Phase 4 – English Inquiry Level 1

Total Responses = 2

Organisations represented	Group	Individual
2	NA	2

## Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>The content has been more helpfully clarified and exemplified for teachers.</p> <p>The content is mostly clear, however, some of the language/terminology (despite there being a glossary) is repetitive.</p> <p>Are so many sub-headings required?</p> <p>Standards are mostly clear and reflect the rating they align with.</p> <p>Can Module 1 include Tasmanian identity in the title, as well as Australian?</p> <p>The differences and similarities between the wording of the Learning Outcomes and the Assessment Criteria is open to confusion.</p> <p>Are 8 criteria necessary for a Level 1 course?</p>	<ul style="list-style-type: none"> <li>The key knowledge and skills are common across all three modules. By exploring, visiting and revising the content shared in each of the three modules, the teaching of each module aims to consolidate what students have learned, to fill in the gaps, to build on what students know and understand already. From one Module to the next, the topic or theme of the modules will change; the text types students encounter will change; and the teaching and learning strategies may change.</li> <li>The subheadings are used to provide clarity regarding the organisation of the content aligned to previous feedback from Phase 3 course consultation.</li> <li>This is a transdisciplinary course, Australian Identity as a focus was purposefully selected to enable a broad range of transdisciplinary</li> </ul>

possibilities and includes implicitly Tasmanian identity.

- Years 9 to 12 Learning specified the design of the course template; learning outcomes and criteria.
- Years 9 to 12 Learning specified that all courses contain 8 criteria at all levels.

## Work Requirements

### Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
<ul style="list-style-type: none"><li>• unsure why a word maximum (rather than a minimum) is imposed</li><li>• how to ensure sufficient work is produced to reasonably assess</li><li>• the maximum is now a more reasonable length for the cohort.</li><li>• some clarity as to what would not constitute enough would ensure teachers feel safe in the event of an audit.</li><li>• Work Requirements should not be separated in a separate Appendix (Appendix 3). They should be embedded in the appropriate place within each Module.</li><li>• Size should have a minimum length, not just a maximum.</li><li>• Layout/presentation of Work Requirements could be clearer.</li><li>• Is 60 words enough? (Work Requirement 1)</li></ul>	<ul style="list-style-type: none"><li>• Work requirements may contribute to formative and, or summative assessment, depending on the nature of the course and the work requirement undertaken.</li><li>• Work requirements are not the sole source of assessment for a course, unless explicitly stated.</li><li>• The number of work requirements identified in accredited course document are the specified minimum requirements for the course.</li><li>• Referred to Years 9 to 12 Learning as comments concerns course template design.</li><li>• Amended maximum word count to 175 words.</li></ul>

## Support for Implementation

### Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
<ul style="list-style-type: none"><li>• Pleased to see a lot more exemplars and suggestions built into the course document, especially as teachers will be building their own planning and resources from scratch.</li><li>• The baseline resources mentioned above also sound very helpful. Links to possible short texts for use would be a great time-saver.</li></ul>	<ul style="list-style-type: none"><li>• The English Communities of Practice will provide teachers with the opportunity to collaborate and share text suggestions.</li><li>• The Canvas baseline resource will also contain texts.</li></ul>

## Further Feedback and General Comments

### Summary of other feedback

Key themes	Years 9 to 12 Learning Response
<p>The course appears to be much more accessible for teachers, more supportive in terms of examples included, and written in a more accessible way. The clear inclusion of the cohort is also appreciated.</p> <p>Is a 2 page glossary necessary? Could it be parred back? Would using portrait layout instead of a landscape layout help to cut down the number of pages?</p> <p>The information in Appendix 4 should be at the start of the document on page 5-6, not hidden at the back.</p>	<ul style="list-style-type: none"><li>• Glossary reviewed and amended where appropriate.</li><li>• Referred to Years 9 to 12 Learning as comment concerns course template design.</li></ul>