

Tranche 1 – Phase 3 – Initial Draft Course

Essential Mathematics Level 1

Total Responses = 5

Organisations represented	Group	Individual
5	2 (representing 12 individuals.)	3 individuals

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Strong agreement for placement in the Personal Futures Focus Area.	Noted.
One individual suggested engaging in the three key features of a Personal Futures course will be daunting for students who have had years of failure in mathematics, questioning how they can discuss or reflect if they do not have the necessary prior foundations.	Consider the volume of content in the course to ensure it is appropriate for a Level 1 course.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nine individuals agreed the rationale indicated why the course is needed.	Noted.

Key themes	Years 9 to 12 Learning Response
<p>One individual identified there may be some content areas that will be too challenging to enable learners to develop confidence and self-esteem.</p> <p>Two individuals articulated that the course should be accessible for students who do not meet the minimum adult standard as detailed by ACSF Level 3 – Numeracy. Another suggested that students undertaking this Level 1 course would have difficulty sharing strategies and solutions and participating in discussion and might simply copy each other's work.</p>	<p>Continue to refine content to align to Level 1 complexity to ensure the course is accessible for students who are not yet able to work at Australian Core Skills Framework (ACSF) Level 3 – Numeracy.</p>
<p>Nine individuals agreed the course description gives a clear overview for learners.</p> <p>One individual also suggested the statement demonstrates how the course is designed to build foundational knowledge of mathematics by enabling opportunities to integrate their prior knowledge, skills, attitudes and values with the learning experiences in the course.</p>	<p>Proceed with course development as planned.</p>

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>All individuals agreed the outlined General Capabilities were appropriate.</p>	<p>Noted.</p>
<p>Nine individuals believe the identified General Capabilities could be more clearly and explicitly embedded.</p>	<p>Continue with course development as planned. Make necessary adjustments to ensure General Capabilities are more clearly embedded.</p>
<p>One individual raised concerns that many students will have serious literacy issues that would prevent them from completing 10 x 50-word responses in two modules and a 500-word report in the third module.</p>	<p>Make it more explicit that expected word counts can be captured through written or oral formats as appropriate for the learner.</p>

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Two individuals sought clarification about pathways for students into the course in Years 11 or 12.	This information will be reviewed and updated in Phase 4 of course development. The course is intended to be accessible to learners in Years 11 and 12 if it is appropriate for their learning.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Individuals articulated they were supportive of the course requirements. Further clarification though, is sought about access requirements, as identified and responded to in the pathways section above.	Proceed with course development and provide greater clarification about access for students not on an IEP in Years 11 and 12.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nine individuals agreed the course structure, delivery sequence and progression are clear and logical for the course. One individual articulated their concern the course has too much breadth, and as such the conceptual understanding of the mathematical concepts would be hampered. Seven individuals indicated the links between content and the three key features of a Personal Future course could be made more explicit.	Continue with course development as planned, making necessary adjustments to ensure that the breadth of content and expected student output is appropriate for a Level 1 course. Additionally, review whether it would be appropriate to clearly articulate how students will engage with 'theory and dialogue', 'take informed action' and engage with 'reflection and dialogue' for each topic, or whether, supporting information across the course may be of greater benefit.

Key themes	Years 9 to 12 Learning Response
One individual identified cognitive verbs such as 'investigate, identify, compare and recognise' but were unsure how students could be expected to undertake these processes and be learning the key knowledge and skills required to use these processes.	When developing baseline resources with Sponsor Schools, carefully consider the level of detail required to support teachers to understand the links between the content (key knowledge and skills) and the expected student applications of such skills. Also consider including how to measure proficiency.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nine individuals agreed the key knowledge and skills were clear for each module.	Noted.
One individual didn't believe the wording was clear enough for students. Seven other individuals identified there were some content descriptors that are quite challenging for a Level 1 course (Module 1 – best buys, Module 3 – stem and leaf plots, calculate mean, median, mode and range, interpret effect of outliers). Another individual believes there is too much content to cover.	Continue with course development as planned, making necessary adjustments to ensure that the content (including the cognitive expectations and the breadth) are clear and appropriate for the course.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nine individuals agreed the criteria do enable assessment of learners' capability against the learning outcomes and were appropriate for each module.	Noted.

Key themes	Years 9 to 12 Learning Response
<p>Eight individuals suggested that Criteria 1 might require too much teacher judgement and that concrete examples would be required to differentiate between standards.</p> <p>One individual suggested the 'C' rating would be quite hard to achieve for Criteria 4, 5 and 6.</p>	<p>Considering the proposed changes to eight (8) criteria in line with policy, the criteria will need to be reviewed.</p> <p>Instances where the language may require additional examples to assist teacher judgement will be reviewed to provide greater clarity.</p>

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All agreed the Line of Sight was clear.	Continue with course development as planned.

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nine individuals agreed the alignment to the Curriculum Framework was appropriate.	Noted.
One individual questioned how intended students would meet the Australian Core Skills Framework (ACSF) Level 3 – Numeracy requirement of independent work.	Continue to refine content to align to Level 1 complexity (ensuring the course is accessible for students who are not yet able to work at ACSF Level 3 – numeracy) and provides the foundational mathematical knowledge that would enable them to build towards this level.

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nine individuals agreed the work requirements were appropriate for each module.	Noted.
One individual suggested low English literacy students working independently would have difficulty meeting the work requirements of 10 x 50-word responses and suggested a 'fill in the blanks' activities may work. Another seven individuals queried how much prompting would be allowed if using interview or oral response formats.	Continue with course development as planned, making necessary adjustments to ensure that the expectations on students are clear and aligned to the Level 1 complexity.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All agreed the further appendices supported the course document.	No response required.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/a.	N/a.