

Tranche 1 – Phase 3 – Initial Draft Course

Essential Mathematics Level 2

Total Responses = 11

Organisations represented	Group	Individual
9	4 (representing 17 individuals)	7

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Eight individuals agreed the Focus Area section was appropriate, with eleven other individuals disagreeing.</p> <p>All those who disagreed raised concern about participation in workplace learning in real or simulated environments.</p>	<p>Noted.</p> <p>Years 9 to 12 Learning will review the Focus Area for this course and the associated resource implications for providers.</p> <p>It is possible that the course could be modified to sit in the 'Personal Futures' focus area.</p> <p>Advice will be sought from Critical Friends and course sponsors.</p>

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>19 individuals identified that the Rationale indicated why the course is needed. None disagreed.</p> <p>Two individuals suggested the proposed course does not fit the type of student who would traditionally take this course.</p> <p>14 individuals identified that the course description gave a clear overview for learners, while four disagreed.</p> <p>Of those who disagreed, the major concern was that the literacy level of students undertaking this course would make it difficult for them to understand the current description.</p>	<p>Noted.</p> <p>Continue with course development as planned for this section and review the language used to provide greatest possible clarity in the course description for learners.</p>

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Eight individuals suggested the identified General Capabilities (GCs) were appropriate for the course while 11 suggested they were not appropriate.</p> <p>Equal numbers identified that they could or could not see clearly how the GCs were embedded in the course.</p> <p>Of those who did not agree the GCs were appropriate, 10 individuals questioned the inclusion of either or both Intercultural Understanding and Ethical Understanding.</p>	<p>Noted.</p> <p>Considering the proposed change to eight (8) criteria in line with policy, the criteria will need to be reviewed.</p> <p>This will provide an opportunity to reconsider the inclusion of Ethical Understanding and Intercultural Understanding as embedded General Capabilities and to improve the explicit detail about the other included General Capabilities.</p>

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>17 individuals suggested there were no major pathways missing from the proposed course.</p> <p>One individual disagreed, questioning what course would be available for a learner who achieved an 'E' rating in Year 10 and does not meet the eligibility requirements for Essential Maths Level 1.</p>	<p>Noted. Continue with course development as planned, ensuring that the access requirements for this course and Essential Mathematics Level 1 do not preclude any student who has achieved a 'D' or 'E' rating in Year 10 mathematics from transitioning into one of the two offerings in Year 11.</p>
<p>One individual also questioned the need for an additional course, Essential Mathematics Level 3.</p>	<p>Noted. Years 9 to 12 Learning have a responsibility to align with the Australian Curriculum senior secondary frameworks, which in this case means that Essential Mathematics Units 1-4 would be addressed in entirety. This will require two course offerings to ensure all content is covered.</p>

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>12 individuals agreed the access requirements were clear and logical. Five disagreed.</p> <p>Additionally, 17 individuals agreed the resource requirements were clear. Two disagreed.</p>	<p>Noted.</p>
<p>Six individuals agreed the course requirements would not provide any potentially unnecessary barriers for teaching and learning. However, 13 indicated there would be potential barriers for teaching and learning. The greatest concern was the requirement for students to engage in real or simulated workplace environments, noting that this would require significant resourcing.</p>	<p>Noted. Years 9 to 12 Learning will review the Focus Area for this course and the associated resource implications for providers.</p> <p>It is possible that the course could be modified to sit in the 'Personal Futures' focus area. Advice will be sought from Critical Friends and course sponsors.</p>

Key themes	Years 9 to 12 Learning Response
<p>Additionally, one individual suggested the literacy of many students will prevent them from accessing the final work requirements.</p>	<p>Noted.</p> <p>Engage Critical Friends and Sponsor Schools to review the areas of concern regarding work requirements in both this and other proposed courses. Align to provide the best possible requirements that promote consistent and measurable assessment of the learning outcomes that are aligned to the level of complexity for each course.</p> <p>Consideration for the size, mode and timing of work requirements will be important to ensure students and teachers study/workload is fair and reasonable.</p> <p>An additional factor for consideration will include alignment with other jurisdictions work requirement expectations.</p>

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>18 individuals agreed the course structure was clear and logical. None disagreed.</p> <p>15 individuals indicated the delivery sequence was clear and logical. Four disagreed.</p> <p>13 individuals indicated the developmental progression was clear and logical. Five disagreed.</p> <p>The major concern was that the delivery sequence statement and developmental progression statement were contradictory to each other.</p>	<p>Noted.</p> <p>Review the language used in the developmental progression to remove any misleading or contradictory statements to the delivery sequence.</p>

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Five individuals indicated the key knowledge and skills were clear for each module. 14 disagreed.</p> <p>Two individuals stated they could not explicitly see the key features terminology in the modules.</p> <p>Eight individuals indicated the links between the course content and the work-based learning characteristics were not clear.</p>	<p>Noted.</p> <p>Years 9 to 12 Learning will review the Focus Area for this course and the associated resource implications on providers.</p> <p>It is possible the course could be modified to sit in the Personal Futures focus area. Advice will be sought from Critical Friends and course sponsors.</p>
<p>A minimum of 18 individuals indicated they believed the key knowledge and skills were clear for each module.</p> <p>Only one individual stated the key knowledge and skills were not clear for any of the three modules, showing concern that students who received a D in Year 10 maths would not cope with the rigours of trigonometry and bearings.</p> <p>Additionally, two individuals indicated that inclusion of 3D Pythagoras' theorem and omission of volume/ capacity of cylinders were points of difference from the current Workplace Mathematics course.</p>	<p>Noted.</p> <p>Continue with course development as planned.</p> <p>Review inclusion of content relating to trigonometry, Pythagoras' theorem, and measurement, considering feedback received across the suite of all Tranche 1 Mathematics courses.</p>

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>13 individuals indicated the criteria would enable assessments of a learner's capability against the learning outcomes. Five disagreed.</p>	<p>Suggestions from submissions have been noted.</p>

Key themes	Years 9 to 12 Learning Response
<p>Two individuals indicated significant professional learning will be needed as well as quality assurance to make sure all teachers are assessing to a similar level.</p> <p>One individual raised concern that the criteria would mean that teaching content could become less of a priority. They suggested Criteria 2, 4 and 5 could be amalgamated and Criteria 1 could be split into one criterion per module which would have greater alignment with other discipline-based subjects such as Biology. Another individual raised a similar proposal regarding revision of criteria.</p> <p>17 individuals raised concern about the ‘focus criteria’ for each module, with many suggesting that criteria assessing self-management and communication should be across all three modules. Some individuals indicated that if Criteria 1 was split for each module then that would become the logical ‘focus criterion’.</p> <p>Additionally, some raised concerns with individual elements within the proposed criteria and in some instances the entirety of Criterion 3.</p>	<p>Considering the feedback received and the proposed change to eight (8) criteria in line with policy, the criteria will need to be reviewed.</p> <p>Instances, where the language of individual elements/ criterion have been met with concern will be reviewed on a case-by-case basis and shared in Phase 4 course development.</p> <p>This will involve engaging Critical Friends and Sponsor Schools to review the areas of concern regarding criteria and standards in both this, and other proposed courses. Align to provide the best possible assessment of the learning outcomes that is aligned to the Level of Complexity for each course.</p>

Appendix I - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>18 individuals indicated the Line of Sight was clear. None disagreed.</p>	<p>Ensure the Line of Sight remains clear upon reviewing the content, criteria and standards for Phase 4 of the course development process.</p>

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>16 individuals indicated the alignment to the Australian Curriculum framework was useful.</p> <p>One individual queried the relationship between this course and the Australian Core Skills Framework (ACSF) – Level 3 Numeracy.</p>	<p>Continue to refine the content to align to Level 2 complexity, and to best situate Tasmanian learners to complete the content of the Australian Curriculum Essential Mathematics Units 1 and 2. This course will enable learners to demonstrate ACSF – Level 3 Numeracy.</p>

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Thirteen, 13, and 11 individuals indicated the Work Requirements were not appropriate for Module 1, 2 and 3 respectively.</p> <p>One area of concern was the literacy demand of the course while the overall time obligation for Work Requirements was also raised.</p> <p>Some individuals were supportive of a reflective journal as a teaching and learning tool but were concerned about its use for summative assessment.</p>	<p>Engage Critical Friends and Sponsor Schools to review the areas of concern regarding work requirements in both this and other proposed courses. Align to provide the best possible requirements that promote consistent and measurable assessment of the learning outcomes that are aligned to the level of complexity for each course.</p> <p>Consideration for the size, mode and timing of Work Requirements will be important to ensure students and teachers study/workload is fair and reasonable.</p> <p>An additional factor for consideration will include alignment with other jurisdictions work requirement expectations.</p>

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Nine individuals agreed the further appendices support the course document. Four disagreed.</p> <p>Three individuals suggested that the support appendices did not demonstrate how to achieve inclusion of General Capabilities or Cross-Curriculum Priorities.</p>	<p>Considering the proposed change to eight (8) criteria in line with policy, the criteria will need to be reviewed.</p> <p>This will provide an opportunity to reconsider whether further support is required to support integration of the General Capabilities with course content and where this information would best be provided.</p>

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Seven individuals stated they would be reluctant to offer this course as it stands.</p> <p>One individual commented the workplace (simulated or otherwise) commitment, the massive literacy needs, and the time required to completely rewrite tasks, resources and assessments meant they would not want to teach this course and would not be willing to ask others to do so.</p> <p>They noted this was regrettable as the current workplace course (that the proposed course would replace) is a valuable course that gives students a 'last chance' to learn the sort of maths that we expect all adults to have.</p>	<p>Feedback about the implementation timeline has been received more broadly than this course and Years 9 to 12 Learning have delayed the implementation of this and many other courses until 2023.</p> <p>Issues relating to literacy demand, and the work requirements of the course will be addressed as outlined above.</p>