

Tranche 1 – Phase 4 – Essential Mathematics Level 2A

Total Responses = 5

Organisations represented	Group	Individual
5	2 (representing 8 individuals)	3

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>One individual stated that it appears the course content is beyond what many students in the current Essential Skills – Numeracy course would find accessible. They suggest that if we consider our cohort it will make it very difficult for students to meet the numeracy requirements of the TCE.</p> <p>This individual also stated that while the course content across the two Essential Mathematics Level 2 subjects offers a comprehensive suite of concepts and skills, it is unlikely many students would complete both courses during their time in Year 11 and 12 and would miss some key areas important to their mathematical</p>	<p>This course and the proposed Essential Mathematics Level 2B draw content from the Essential Mathematics Australian Curriculum Framework Units 1-4 which is nominally 240 hours of study. For this reason, in order for students to engage with and master all of the concepts and skills, a two-year pathway would be most appropriate.</p> <p>This alignment to the Australian Curriculum materials means that the courses are more difficult than the previous Essential Skills – Numeracy course. This alignment was a recommendation of the ACER review into Tasmania's Education in years 9 to 12. Additionally, the review found that Tasmania's Level 2 courses were lower in difficulty than equivalent courses in other Australian</p>

Key themes

development. This may cause problems for some students.

One group suggested that this course and Essential Mathematics 2B should be combined as content from both syllabus documents would be useful in helping students to understand concepts, however, they also recognised the need for students to spend time on each concept to practice. They suggested that many Year 10 students are confused about which maths course is best for them to enrol in and the two separate courses may add to this.

One respondent provided feedback that the content is good, and another provided no feedback on content which can be taken to assume that they didn't see any issues with the content. Additionally, one group stated that overall, the content is well suited, being practical and useful for numeracy. They acknowledged that there are some small increases in difficulty compared to the existing Workplace Maths course.

This group suggested that this course is missing the focus on basic skills (Criterion 4 in Workplace Maths) and stated that many of their cohort, prior to running the basic skills unit, do not have the basic skills including students who do not know how to add more than single digit numbers. They added that due to this increase in content and difficulty, many of the students in the current workplace maths cohort would not complete this course in a school year.

Years 9 to 12 Learning Response

jurisdictions and the recommendation was made to increase the rigour of these courses.

The content in this course will be of benefit for learners who have attained a 'C' rating, or at absolute worst a 't' rating with evidence of sufficient basic number skills and operations in Year 10 of the Australian Curriculum, or alternatively learners who have successfully completed the proposed Essential Mathematics Level 1. It would be inappropriate for learners who 'do not know how to add more than single digit numbers' to access this course.

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
<p>One respondent stated the work requirements seem reasonable and achievable for students and another respondent provided no feedback on work requirements which can be taken to assume that they didn't see any issues with the proposed work requirements.</p> <p>One group questioned whether a 'connected series of short responses' meant that students had to complete the 6-8 hours of assessment consecutively or whether it meant that the work requirements could be broken into smaller sections (say 1-2 hours) that could be run at a time relevant to the study of content in each module. They suggested that frequent assessment is more successful.</p> <p>One group wondered why 'tests' are specified as an assessment tool in one module of each course. They queried whether teachers have choice?</p>	<p>The work requirements of a course are designed to provide opportunities for students to demonstrate achievement of the learning outcomes through a mix of assessment types. Within the policy outlined by the Office of TASC it is clear that teachers may choose to set additional assessment items, providing greater opportunities for students to engage in learning and demonstrate their knowledge and skills. It is also outlined that ultimately a teacher will determine the appropriate rating for the relevant criteria by considering, on balance, evidence of achievement from completed assessment tasks, work requirement or otherwise.</p> <p>The work requirements in this course are designed to enable as much agency as possible for teachers. A connected series of short responses is designed to enable engagement with concepts throughout the module. These could be frequent but short opportunities to demonstrate achievement such as engaging with individual items at a time when learners have engaged a new concept or could be done in less frequent, larger assessments such as an end of topic assignment that connects multiple items. Teachers will be best placed to determine the assessment schedule and processes for learners in their class.</p> <p>In one module, a 'test' was stipulated as the work requirement. Upon feedback, it is clear that this level of prescription takes away from teacher and learner agency. This will be reworked to provide greater choice.</p>

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
<p>One respondent stated the course document is clear and work requirements are easy to understand. They suggested the development over time of some work samples at particular standards would support implementation. This was supported by one group.</p> <p>One respondent asked for a week-by-week scope and sequence to see how the course content would be covered and how much time should be allocated to work requirements.</p> <p>The same respondent also stated it is vital that exemplars are made available which demonstrate what is expected in each of the proposed work requirements, including an annotated marking guide or rubric which clearly explains how each element in each criterion has been assessed.</p> <p>One group suggested class activities/booklets, along with CANVAS materials, detailed assessment activities should be included to support implementation. They also asked for facilitation of providers to work together to help create learning and assessment resources through time and shared Teams sites.</p>	<p>A set of baseline resources, including a sample scope and sequence, a curriculum implementation guide and example learning activities will be developed and made available prior to implementation in 2023.</p> <p>Additionally, communities of practice through Microsoft Teams will provide opportunities for teachers to collaborate with one another, share ideas and resources and build collective understanding and expertise in the delivery of the course.</p>
<p>One respondent stated they would like to see schools or students choose their own Essential Level 2 course by choosing Module A, B and C from either course (e.g. must choose a finance module, a statistics module and a measurement module) from the two available.</p>	<p>There is potentially great merit in enabling students to create their own course based upon selection of modules from Essential Mathematics Level 2A and Level 2B according to interest, need and pathway. At this point in time there is no option for this to occur, however, policy regarding modularisation and micro credentialing is still under development. This feedback has been referred more broadly</p>

Key themes	Years 9 to 12 Learning Response
	to Years 9 to 12 Learning, who are exploring how modularisation could benefit learners.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
One group stated the physical layout of the course document is very good and they were happy to see a realistic number of elements in each criterion. They believe that teachers will appreciate having the appendices at the back – a welcome introduction to the new documents.	Feedback on assessment standards noted. Feedback on layout noted and referred more broadly to Years 9 to 12 Learning as concerns in relation to course template.