

Tranche 1 – Phase 4 – Draft Course

Numeracy Level 1 (Note: Formerly Essential Numeracy Level 1)

Total Responses = 2

Organisations represented	Group	Individual
1	0	2

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>One respondent stated that the content is relevant to the rationale of this course and will address the needs of students with a limited understanding of Mathematical concepts.</p> <p>This respondent and one other both acknowledged that students accessing this course will need support and questioned why this was not reflected in all of the standard descriptors (A, B and C).</p>	<p>The course is designed to align to ACSF Level 1 and 2, which means that learners will be expected to complete learning activities with support, but as the B and A standard descriptors are demonstrating a greater level of understanding, learners will transition away from requiring prompting or guidance to start to work more independently. The Curriculum Leader will review the standard descriptors to ensure this balance is reflected for each criterion.</p>

Work Requirements

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

Key themes	Years 9 to 12 Learning Response
Both respondents believed the work requirements were reasonable for the course. They again addressed some concern that students will require support to demonstrate at ratings.	Proceed with work requirements as planned and undertake a review of standards as described in the previous section.

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
One respondent suggested that rather than running in consecutive order, module 1 could be delivered concurrently to support learner access of content in modules 2 and 3.	Proceed with suggestion. Change delivery sequence to Module 1 so it can be delivered concurrently with Modules 2 and 3, which can be delivered in any order.
Both respondents indicated that exemplars of the work requirements and learning activities would be beneficial to support implementation of the course along with examples of 'A', 'B' and 'C' standard work against the work requirements.	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. 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.

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
No responses received.	No action required as no responses received.