



# Tranche 1 – Phase 2 – Overview and Key Features

FEEDBACK SUMMARY – (Contemporary Literacies Level 1)

RESPONSES: 2 REPRESENTING: 6 PEOPLE

## Course Rationale

The course rationale is appropriate and clearly describes:

- the intended audience,
- why the chosen content is important for students and outlines the broad scope of learning to be expected
- the particular skills knowledge and understandings students will develop

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	1	5		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Differentiation of Learning outcomes across three levels.</p> <p>Level of complexity of skills pertaining to metacognition and analysis need to reduce</p> <p>Request to reduce the size of and reformat the rationale for the purpose of accessibility.</p>	<p>Response:</p> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning outcomes are statements of what a learner is expected to know, understand, and/or be able to demonstrate <b>after completion of a process of learning.</b></li> <li>• Learning outcomes describe the major dimensions of content, namely the knowledge, understanding and skills required by the module/course.</li> <li>• Learning outcomes will capture explicitly through demonstrable evidence what students know and are able to <b>do as a result of completing a course.</b></li> </ul>

	<p><b>Ways Forward:</b></p> <p>Learning outcomes will be differentiated across the three levels and align with the authorised levels of complexity prescribed for course development.</p> <p><b>Course Rationale</b></p> <p><b>Ways Forward:</b></p> <p>The course rationale will be reviewed for the purpose of accessibility and the format will align with prescribed format for all courses.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Pathways In

The pathways in are appropriate and clearly describes all relevant pathways.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	1	5		

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Repetition of content  Questions regarding <ul style="list-style-type: none"> <li>• clarity of pathway documentation and relationship to attainment of standards.</li> <li>• Reference to ACSF</li> <li>• Curriculum Documentation</li> </ul>	<p>Response:</p> <p><b>Repetition of content</b></p> <p><b>Ways Forward</b></p> <ul style="list-style-type: none"> <li>• Content will not be repeated to ensure variety.</li> </ul> <p><b>Pathways in</b></p> <ul style="list-style-type: none"> <li>• Some years 9-10 students may not have achieved the standard, the course rationale identifies this. The reference to the Years 9-10 Australian Curriculum English refers to provision of sequential learning continuity, it does not refer to attainment.</li> </ul>

**Ways Forward**

- Pathway information to be reviewed to ensure clarity
- Curriculum documentation referred will be accessible to teachers via the Years 9 to 12 Learning website.

**Learning Outcomes**

- Learning outcomes describe observable and measurable behaviours so that valid judgements can be made about whether students have achieved the learning outcomes and at what level.
- Clear learning outcomes are important because they communicate to students what they are expected to do as a result of successfully completing a course or module.

In consideration of the learning outcomes identified in this paper do they clearly describe what students will be able to do on successful completion of a course (or module of work)?

Yes	No
5	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Differentiation of Learning outcomes across three levels.</p> <p>Level of complexity of skills pertaining to metacognition and analysis need to be reduced.</p>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Learning outcomes are statements of what a learner is expected to know, understand, and/or be able to demonstrate <b>after completion of a process of learning.</b></li> <li>• Learning outcomes describe the major dimensions of content, namely the knowledge, understanding and skills required by the module/course.</li> <li>• Learning outcomes will capture explicitly through demonstrable evidence what students know and are able to <b>do as a result of completing a course.</b></li> </ul> <p><b>Ways Forward:</b></p> <ul style="list-style-type: none"> <li>• Learning outcomes will be differentiated across the three levels and align with the authorised levels of complexity prescribed for course development.</li> </ul>

- Learning outcomes will be reviewed to ensure clarity.

## Course Structure

- All course structures for Tranche 1 courses are aligned to the Integrated Policy Model.
- All courses will be 150 hours in length, and divided equally into three weighted modules of 50 hours each.

Do you agree with the proposed organisation of modules identified in this paper?

Yes	No
6	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
150 hours is essential	<b>Ways Forward</b> <ul style="list-style-type: none"> <li>• Feedback will be considered in line with course structures specified by Years 9-12 learning course design.</li> </ul>

## Delivery Sequence

Do you agree with the course delivery sequence proposed in this paper?

Yes	No
6	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Delivery sequence deemed sufficient	<b>Ways Forward</b> <ul style="list-style-type: none"> <li>• Delivery sequence affirmed.</li> </ul>

## Module Content

Please note that the descriptions of module content may vary from course to course for example:

- some *will* identify specific themes, concepts and topics to organise course content.
- some *may* enable teacher/learner choice of themes, concepts and topics.

Do you agree with the module content proposed in this this paper?

Yes	No
1	5

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Appropriate  Conceptual focus should not be construed as: <ul style="list-style-type: none"> <li>• Electives</li> <li>• Literary of linguistic concepts</li> </ul> Focus should be on literacy.	<b>Response:</b> <ul style="list-style-type: none"> <li>• Provider feedback is divided</li> </ul> <b>Ways Forward:</b> <ul style="list-style-type: none"> <li>• Course development will continue in consideration of the feedback and ensure that the focus on literacy is explicit and clear to support effective teaching learning and assessment.</li> </ul>

## Relationship to Possible Future Provision

Tranche 1 courses are placed in a specific curriculum focus area, which shapes the nature of the learning and the course design. There are 5 focus areas:

- Discipline based
- Personal Futures
- Professional Studies
- Transdisciplinary
- Work-based learning

Do you agree with the suggested Focus Area for this course?

Yes	No
6	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Focus on Professional Studies	Response: <ul style="list-style-type: none"> <li>• The learning outcomes from the course support the development of professional studies.</li> </ul>