

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Contemporary Literacies Levels 2 and 3)

RESPONSES: 3 REPRESENTING: 7 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
		6		1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<ul style="list-style-type: none"> • Develop a module based system • 4 x 50 hour modules • Extend school year for Years 11-12 students. 	<p>Response:</p> <ul style="list-style-type: none"> • Module system is designed to align with the Integrated Model proposed by Years 9-12 Learning • Extending the school year is out of the scope of course development • The course rationale has been available for publicly open stakeholder consideration and consultation on two occasions in 2020 totalling eight weeks: <ul style="list-style-type: none"> ○ September – 7- 25 three weeks ○ November 22 – 11 of December - five weeks
<ul style="list-style-type: none"> • Request to reduce the size of and reformat the rationale for the purpose of accessibility. 	
<p>Insufficient time to consider course rationale.</p>	



- The course rationale will be reviewed for the purpose of accessibility and the format will align with prescribed format for all courses.

Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	6			1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Pathways are good, but the types of pathways should be minimised	Ways Forward: <ul style="list-style-type: none"> • Feedback considered to provide greater clarity for stakeholders.
More time to develop understanding of course and its pathways.	

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
6	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
No suggestions made	Response <ul style="list-style-type: none"> • The course in its development has been available for publicly open stakeholder consideration and consultation on two occasions in 2020 totalling eight weeks: <ul style="list-style-type: none"> ○ September – 7- 25 three weeks ○ November 22 – 11 of December - five weeks
More time for consideration requested	

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
5	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Modularisation	<p>Response:</p> <ul style="list-style-type: none"> • The current Senior Secondary Australian Curriculum Essential English Framework is structured into two 60 hour units. • 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. • The course in its development has been available for publicly open stakeholder consideration and consultation on two occasions in 2020 totalling eight weeks: <ul style="list-style-type: none"> ○ September – 7- 25 three weeks ○ November 22 – 11 of December - five weeks

Delivery Sequence

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

Yes	No
5	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Suggestions for delivery sequence	Ways Forward: <ul style="list-style-type: none"> • Suggestions for the delivery sequence considered as part of the course development process. • Ensure clarity of sequencing to support stakeholder understanding.

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
	7

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Request for a set focus/topic for each module.	Ways Forward:
Conceptual focus should not be construed as: <ul style="list-style-type: none"> • Electives • Literary of linguistic concepts • Focus should be on literacy. 	Course development will continue in consideration of the feedback and ensure that the focus for each module is clear and centered on literacy learning and attainment to support teachers in delivering effective teaching learning and assessment programs.

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	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
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The focus should be discipline based.

Ways Forward:

The connection between literacy and the n the English Learning area is made explicit.