

Tranche 1 – Phase 2 – Overview and Key Features



FEEDBACK SUMMARY – (Essential Mathematics Level 1)

RESPONSES: 2 REPRESENTING: 2 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
0	2	0	0	0

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Relationship to AC: Framework	<p>Response: The rationale describes the purpose of the course as 'building the requisite knowledge' for students to undertake the AC Framework Essential Mathematics content.</p> <p>Ways Forward: No further action required</p>

Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
0	1	1	0	0

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Pathways into the course	<p>Ways Forward:</p> <p>The initial draft of this and other Tranche 1 Mathematics courses will articulate the preferred pathways for students according to End of Year 8, 9, 10 and 11 results.</p> <p>Considerations regarding QA, staffing implications and PL will be reviewed throughout the ongoing development and implementation of the 9-12 Project.</p>

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
1	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Modular structure and its relationship to assessment of learning outcomes for the course.	<p>Response:</p> <p>Learning Outcomes will be written to provide greater specificity at Level and across courses during the initial course draft. They currently remain non-course contextualised whilst policy decisions are being made regarding the number of criteria and the modular structure of courses in general.</p> <p>Ways Forward:</p> <p>Learning Outcomes will be refined in line with the content of the course, the number of assessable criteria per module and the structure of modules. This will be shared with the Mathematics LAG before being released publicly in the next phase of consultation.</p>

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

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Decisions need to be made regarding how the four AC Units fit into 3 modules	<p>Response:</p> <p>Details of the course structure including content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will include consideration of feedback from the consultation processes, as well as drafting and collaboration with sponsors, CF's and the wider teacher community.</p>

Ways Forward:
Engage with Critical Friends to determine best distribution of content across the 3 modules.

Delivery Sequence

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

Yes	No
1	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Concise summary of key themes	<p>Response/Ways Forward:</p> <p>Details of the delivery sequence of content, learning experiences, work requirements and assessment will be clarified/determined through the development process, which will include consideration of feedback from the consultation processes, as well as drafting and collaboration with sponsors, CFs and the wider teacher community.</p>

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
2	0

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Agreement about the key course components.</p> <p>Good alignment with the Australian Curriculum.</p> <p>Concern over the 3 module framework.</p>	<p>Response:</p> <p>This course is significant as it offers a course between Preliminary Mathematics and Essential Mathematics 2-3. As such it is intended to assist learners to develop functional numeracy to the adult minimum standard and to develop the requisite knowledge to engage with the Australian Curriculum: Essential Mathematics framework.</p> <p>Ways Forward:</p> <p>Proceed as planned with the identified module content.</p>

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

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
<p>Variety of considerations on the position of the mathematics suite of courses.</p>	<p>Response:</p> <p>Due to its positioning in the mathematics suite of courses, this course is designed to enable learners to engage in mathematical discourse, to reflect critically on their own learning and mathematical experiences and to develop requisite knowledge to enable</p>

them to participate actively in work and society. For these reasons, the course is best situated in Personal Futures.

Ways Forward:

The course will remain in the Personal Futures focus area.