Tranche 1 – Phase 2 – Overview and Key Features

FEEDBACK SUMMARY – (Project Based English Levels 2 and 3)

RESPONSES: 4 REPRESENTING: 12 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
	3	7	1	1

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Expression of rationale too complex. Goals of course positive for student cohort.	Response: Rationale to be reviewed in consideration of feedback and adjusted where appropriate. The course must clearly be identifiable as an English course, but also ensure transdisciplinary. Ways Forward:

Request for greater emphasis on transdisciplinary intentions.	• The course must clearly be identifiable as an English course aligning to the English discipline, but also enable transdisciplinary.
More detail regarding course rationale requested.	• Ensure continued consultation and clarity of communication regarding the size, nature and number of projects identified in the course design and the course development process in order to engage learners.
Rationale lacks clarity. Concern expressed regarding a single class project, teacher workload and student engagement. Commentary on the course size, the integrated model and module delivery. Curriculum development and the relationship of the review of the Australian Curriculum were noted.	• Some respondents need further opportunity to engage fully with the Years 9-12 Curriculum Framework to build their understanding. • An opportunity will be provided for further PL through the Teams online Communities of Practice platform.

Pathways In

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

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
	10		2	

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
A request for graphics to depict pathways.	Response: • The pathways in were identified the 2020 Course Consultation Papers
Pathways are not sufficiently defined.	Ways Forward:
Concern over lack of clarity.	• Development of a flow chart/ diagram to identify pathways in and provide greater clarity. • Some respondents need further opportunity to engage fully with the Years 9-12 Curriculum Framework to build their understanding.

	• An opportunity will be provided for further PL through the Teams online Communities of Practice platform.

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
10	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Differentiation of Learning Outcomes across three levels requested.	Response:
	• The proposed Level 2 and 3 courses align with and replicate Senior Secondary Australian Curriculum Essential English Learning Outcomes, course content, and standards.
Level of complexity of learning outcomes needs to be higher.	• Level 1 Learning Outcomes have been written to align with the Senior Secondary Australian Curriculum Essential English Learning Outcomes.
Learning outcomes are vague	• Learning Outcomes for Level 2 and 3 courses are Senior Secondary Australian Curriculum Essential English Learning Outcomes and represent national standards and levels of complexity.
	• The level of detail provided for the purpose of consultation aligns with Phase 2 Course Consultation requirements for Years 9-12 Learning and is consistent with all proposed courses.
	Ways Forward:

	• Continue with course development as planned and review Learning Outcomes in light of the feedback. • Some respondents need further opportunities to engage fully with the Years 9-12 Curriculum Framework to build their understanding. • An opportunity to provide further PL through the Teams online Communities of Practice platform will be available.

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
3	9

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Course structure not clear.	Response:
Lacks aspiration	Feedback evidences:
Concern with modularisation	• confusion with integrated model
Concern with integrated model	• content and its relationship the Senior Secondary Australian Curriculum Essential English Ways Forward: • Continue with course development as planned. Initial course draft will provide greater detail for stakeholder consideration. • Some respondents need further opportunity to engage fully with the Years 9-12 Curriculum Framework and the integrated Model to build their understanding.

	• An opportunity will be provided for further PL through the Teams online Communities of Practice platform.

Delivery Sequence

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

Yes	No
3	9

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Integrated model – suggestion that the AC content be organised into three consecutive modules. Portfolio as assessment a great addition to the course.	Response: • There is a lack of understanding from some providers regarding level of detail provided in each phase of consultation - Phase 2 course consultation was designed to provide brief overview and structural information and this may be seen as confusing. • Some providers did not understand the course and its relationship to the Senior Secondary Australian Curriculum Essential English.
Issues with integrated model	Ways Forward: • Continue with course development as planned as initial course draft will provide greater detail for stakeholder consideration. • Some respondents need further opportunity to engage fully with the Years 9-12 Curriculum Framework to build their understanding. • An opportunity will be provided for further PL through the Teams online Communities of Practice platform.

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	5

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Proposed course content lacks complexity	Response: • Lack of understanding regarding the course and its relationship to the Senior Secondary Australian Curriculum Essential English Ways Forward: • Continue with course development as planned as initial course draft will provide greater detail for stakeholder consideration. • Some respondents need further opportunity to engage fully with the Years 9-12 Curriculum Framework to build their understanding. • An opportunity will be provided for further PL through the Teams online Communities of Practice platform.

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
10	2

Summary of key themes and ways forward from feedback	CL Response / Ways Forward
Agreement with transdisciplinary focus.	Response:
Scope fits with transdisciplinary focus area. Some confusion expressed regarding the placement of the course in Transdisciplinary Focus area and its relationship to the English discipline.	The course consultation process is outlined on the Years 11-12 Website. Ways Forward: - Some respondents need further opportunity to engage fully with the Years 9-12 Curriculum Framework to build their understanding.
Lack of clarity regarding course focus	- An opportunity will be provided for further PL through the Teams online Communities of Practice platform
Course consultation process questioned.	- Continue with course development as planned as initial course draft will provide greater detail for stakeholder consideration.