

ACT Board of Senior Secondary Studies

Public Consultation Report 2020

Shape Paper: Social and Community work A/T/M/V

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

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Topic	Comment	Course Development Team Response
Q1 Which school are you from?	one response from one school, one ED	
Q2 Shape Paper Background The background provides a clear sense of the disciplinary, systemic and national parameters under which the course will be written.	1 agree No comments	Noted
Q3 COURSE GOALS The "Aims of the Psychology Curriculum" is clear about the intended learning and priorities, yet allows for flexibility.	1 agree 3.1 Agree, but as with any course that contains V, we should definitely avoid the prescriptive and often boring nature of potential framing, to meet the requirements of VET certification. I prefer this framing of the individual units to the previous course, which I believe allow for greater historical and sociological awareness in both content and methodology. They also seem to be better aligned to re-centring students in the world in which they will both live and work. The Aims stated in Section 5 are clear, high level and provide great opportunity for extension and critical reflection, so long as the course is not written to support the VET qualification, but rather, that the VET qualification is made to fit the course delivery model.	Noted
Q4 The rationale for the course and unit structure is well-explained and well-justified	1 agree no comments	Noted
Q5 The proposed units are conceptually distinct	1 strongly agree no comments	Noted
Q6. The unit descriptions are clear and provide for innovative approaches	1 strongly agree	Noted

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	<p>6.1 See commentary re: VET requirements in this space. We note that CIT have had a significant oversight in this, but we also note that many of our students do not want to pursue the VET component at this level. Innovative approaches are being greatly stifled by the prescriptive nature of BSSS requirements in course writing at the current time. I hope not to receive this response: "R1 Teachers can use programs of learning to tailor unit delivery to student needs and contexts. The Integrated Learning Framework allows for open, student directed investigations." with regard to this commentary. The prescriptions that A.C.T. teachers are responding to in these new course iterations are real and having significant impact on the nature of innovative practice in school settings. I am similarly aware that course writers are working to write courses under this new regime and this is having impact on that writing and do not 'blame them' for these concerns. Greater flexibility in assessment requirements and submission types would go some way toward to support innovative approaches. Teachers can be as innovative as we like, but if we still must operate within the traditional and increasingly narrow guidelines of BSSS framing of this, then innovative practice has now ground in which to be either sown or seeded.</p>	<p>CIT teachers and a Social Work A/Professor provided guidance around Social Work curriculum and an outside perspective on the learning in this discipline.</p> <p>There are many options available to teachers in setting assessment under the HASS Framework. There are no prescribed types. It does not prescribe pedagogy.</p> <p>The content descriptions set cognitive and disciplinary standards that students are expected to achieve. This has been validated by expert advice and research. Teachers are expected to work with the standards of the Senior Secondary Certificate and their discipline.</p>
<p>Q7 "Considerations", situates the course clearly in relation to curriculum priorities</p>	<p>1 agree</p> <p>7.1 These have been well-articulated by the group. Thanks to them for this clarity.</p>	<p>Noted</p>

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Q8 This proposed course is distinct from other BSSS accredited courses.	1 agree 8.1 Absolutely and it provides the integrated framework that is needed in this course, giving greater credence to the complexity of understanding contained in the content.	Noted
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