

**Public Consultation Report 2021
Photography and Specialised Photography**

ACT Board of Senior Secondary Studies

Public Consultation Report 2021

Photography A/T/M

- 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 writing team.
- Amendments to the course have been made where required, as a result of the consultation process.

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Topic	Comment	Developers Response
	2 watched introductory video 1 ED 1 CE	
Q1 Which school are you from?		
Q2 COURSE RATIONALE The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.	2 agree 2.1 This is a general comment as there was no box for this. I think the main issue is that there is time allocated to explain the new course as there are many misconceptions	2.1 Thank you for that advice. Course launches and professional learning are planned.
Q3 COURSE GOALS The course goals are clear about the intended learning but allow flexibility.	2 agree 3.1 Again I feel there need to be a day where the frameworks and the new course and how they link would be very valuable and will help the standard of work produced in the first year	3.1 Course launches and professional learning are planned.
Q4 Unit Title: Creativity in Photography The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	1 agree 1 disagree 4.1 Very broad with scope to do almost anything. This could make it very difficult to ensure parity across Colleges. Concerned that there is a lot of technical skill that needs to be mastered before one can then begin being creative with practical photography.	4.1 The courses were designed to allow teachers and school leaders to choose topics relevant to their cohort and context while providing guidance on key concepts disciplinary principles. The Achievement Standards provide parity across colleges. Teachers will teach the technical skills needed to be creative within the program of learning chosen. Teachers should choose units and a sequence of units suitable to their programs of learning.

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Topic	Comment	Developers Response
<p>Q5 Unit Title: Creativity in Photography The specific unit goals are clearly outlined and appropriate to the unit.</p>	<p>2 agree 5.1 Goals could be tailored more to the specific subject</p>	<p>5.1 Developers have further clarified wording.</p>
<p>Q6 Unit Title: Creativity in Photography The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 agree 1 disagree 6.1 Not really; aside from some specific photographers being listed the content, descriptions are virtually the same for all units.</p>	<p>6.1 There are continuities across units, to reflect developing capacity. There are also distinctive concepts and theories upon which programs of learning can focus in each unit. The cited examples are well-known for particular skills sets that might form a basis for a program of learning.</p>
<p>Q7 Unit Title: Creativity in Photography The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree 1 disagree 7.1 Heavier emphasis on analysis and evaluation than on practical making. Responding and making descriptions should be at least equal or there should be a heavier emphasis on making.</p>	<p>7.1 Content descriptions can be given different emphasis by teachers as a part of their program of learning. In writing a program of learning, teachers and school leaders will examine the achievement standards and their context to determine the balance of responding and making. As teachers become familiar with the content descriptions the balance will be more apparent.</p>

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Topic	Comment	Developers Response
<p>Q8 Unit Title: Communicating Meaning in Photography The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 agree 1 disagree 8.1 Very broad with scope to do almost anything. This could make it very difficult to ensure parity across Colleges.</p>	<p>8.1 Achievement Standards will maintain cognitive and creative parity. Schools will choose programs of learning to suit their cohort and context.</p>
<p>Q9 Unit Title: Communicating Meaning in Photography The specific unit goals are clearly outlined and appropriate.</p>	<p>1 agree 1 disagree 9.1 Goals could be tailored more to the specific subject</p>	<p>9.1 Specific Unit Goals should be read in concert with Achievement Standards and Content Descriptions.</p>
<p>Q10 Unit Title: Communicating Meaning in Photography The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 agree 1 disagree 10.1 Not really; aside from some specific photographers being listed the content, descriptions are virtually the same for all units.</p>	<p>10.1 There are continuities across units, to reflect developing capacity. There are also distinctive concepts and theories upon which programs of learning can focus.</p>

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Topic	Comment	Developers Response
<p>Q11 Unit Title: Communicating Meaning in Photography The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>2 agree 11.1 Heavier emphasis on analysis and evaluation than on practical making. Responding and making descriptions should be at least equal or there should be a heavier emphasis on making.</p>	<p>11.1 Content descriptions are not equal. In writing a program of learning, teachers and school leaders will examine the achievement standards and their context to determine the balance of responding and making. As teachers become familiar with the content descriptions the balance will be more apparent.</p>
<p>Q12 Unit Title: Photography in Context The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 disagree 12.1 Very broad with scope to do almost anything. This could make it very difficult to ensure parity across Colleges.</p>	<p>12.1 The ACT system empowers teachers to develop the program of learning based on the concepts outlined in the curriculum. Working collaboratively to develop programs of learning would provide support for an early career teacher. Achievement Standards will maintain cognitive and creative parity. Schools will choose programs of learning to suit their cohort and context.</p>
<p>Q13 Unit Title: Photography in Context The specific unit goals are clearly outlined and appropriate.</p>	<p>1 disagree 13.1 'Apply new technical skills' is vague</p>	<p>13.1 The chosen program of learning will necessarily dictate the technical skills required. The term new suggests that the student demonstrates growth in their technical skills.</p>
<p>Q14 Unit Title: Photography in Context The content descriptions clearly elaborate on the unit</p>	<p>1 agree 1 disagree</p>	

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<p>description and the specific unit goals.</p>		
<p>Q15 Unit Title: Photography in Context The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree 1 disagree 15.1 Too much flexibility - content lacks direction, especially for someone new to teaching senior photography.</p>	<p>15.1 The ACT system empowers teachers to develop the program of learning based on the concepts outlined in the curriculum. Working collaboratively to develop programs of learning would provide support for an early career teacher.</p>
<p>Q16 Unit Title: Narratives in Photography The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 agree 1 disagree 16.1 Aside from reference to specific photographers the description lacks clear focus</p>	<p>16.1 Goals should be read in concert with Achievement Standards and Content Descriptions. The cited examples are well-known for particular skills sets that might form a basis for a program of learning.</p>
<p>Q17 Unit Title: Narratives in Photography The specific unit goals are clearly outlined and appropriate.</p>	<p>1 strongly agree 1 agree 17.1 This is the only unit that really provides clarity around unit goals</p>	<p>17.1 Noted</p>

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Topic	Comment	Developers Response
<p>Q18 Unit Title: Narratives in Photography The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>2 agree 18.1 This is the only unit that really provides clarity around content</p>	<p>18.1 Noted</p>
<p>Q19 Unit Title: Narratives in Photography The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>2 agree 19.1 This unit provides both clarity and flexibility</p>	<p>19.1 Noted</p>
<p>Q20 Unit Title: Independent Study The unit description clearly explains the purpose of a negotiated study.</p>	<p>1 strongly agree 1 agree</p>	
<p>Q21 Unit Title: Independent Study The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>1 strongly agree 1 agree</p>	

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<p>Q22 Unit Title: Independent Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>1 strongly agree 1 agree</p>	
<p>Q23 Unit Title: Independent Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>1 strongly agree 1 agree</p>	
<p>Q24 Unit Title: Independent Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 strongly agree 1 agree</p>	

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- Amendments to the course have been made where required, as a result of the consultation process.

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Topic	Comment	Developers Response
	2 did not watch the introductory video 2 ED, different to Photog course	
Q1 Which school are you from?		
Q2 COURSE RATIONALE The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students.	2 agree	
Q3 COURSE GOALS The course goals are clear about the intended learning but allow flexibility.	1 agree 3.1 I would like to see the first goal changed to reflect "critically analyse how meaning is created and interpreted and this can change depending on the context in which it is viewed"	3.1 The course goals are from the Arts Framework and are overarching. They describe the intended learning of the course in broad terms. In each unit in the course the specific unit goals and content descriptions provide more detailed information about the knowledge, skills and understandings of the unit.
Q4 Unit Title: Innovation in Photography The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	1 agree	

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Topic	Comment	Developers Response
<p>Q5 Unit Title: Innovation in Photography The specific unit goals are clearly outlined and appropriate to the unit.</p>	<p>1 agree</p>	
<p>Q6 Unit Title: Innovation in Photography The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 agree 6.1 I would suggest adding Chris Engman under surrealism to include a more contemporary approach to surrealist photography.</p>	<p>6.1 Thank you for the constructive suggestion. This has been added.</p>
<p>Q7 Unit Title: Innovation in Photography The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree</p>	
<p>Q8 Unit Title: Photographic Exhibitions The unit description clearly describes the focus and scope</p>	<p>1 agree</p>	

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<p>for this unit and informs in the planning of the program of learning.</p>		
<p>Q9 Unit Title: Photographic Exhibitions The specific unit goals are clearly outlined and appropriate.</p>	<p>1 agree</p>	
<p>Q10 Unit Title: Photographic Exhibitions The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 agree 10.1 Perhaps include some wording around that a suggested output might be to work towards a project where the final presentation adds to the reading and context/intent of the images, and this can be a traditional gallery style hang, a 'zine, photobook, or an exploration of alternate printing or presentation methods – on paper, metal, wood, glass, backlit, screen, with sound or text, or any material or combination they wish.</p>	<p>10.1 Thank you for your thoughtful advice. Courses do not prescribe pedagogy. Developers have added the suggestions.</p>
<p>Q11 Unit Title: Photographic Exhibitions The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree 11.1 Perhaps include some more contemporary examples such as Taryn Simon, Chris Engman, Nadav Kander, Phillip Blenkinsop etc as non traditional modes of display.</p>	<p>11.1 Thank you for the constructive suggestion. Developers have used your suggestions.</p>

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<p>Q12 Unit Title: Entrepreneurship in Photography The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 disagree</p> <p>12.1 As it reads, I find this a limiting unit description that mainly focuses on a client need/response to a direction rather than a possible exploration of producing work in a series and finding ways of showing/exhibiting or publishing work.</p> <p>12.2 In my understanding, would require very specific teacher knowledge and practice and/or a significant amount of content delivered by guest lecturers</p>	<p>12.1 Thank you for the constructive feedback. It was not intended to narrow the unit to commercial only. The developers have applied your feedback to clarify the unit focus further.</p> <p>12.2 A course launch and professional learning is being developed. Also, the focus will still be to create content, photography, for an entrepreneurial purpose such as competitions, galleries and online platforms, and/or commercial processes. It is not intended to be a commercial only unit.</p>
<p>Q13 Unit Title: Entrepreneurship in Photography The specific unit goals are clearly outlined and appropriate.</p>	<p>1 agree</p> <p>13.1 Although, I think more emphasis should be placed on finding an audience rather than in responding to a client's needs - to me this is limiting our students to commercial work or shooting catalogues - which is boring to teach and boring to learn about.</p>	<p>13.1 Thank you for the constructive feedback. The developers have applied your feedback to clarify the unit focus further.</p>
<p>Q14 Unit Title: Entrepreneurship in Photography The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 disagree</p> <p>14.1 It is here that the unit seems to change some focus from client need to possible photographer led projects - in my reading this doesn't align as clearly as it could.</p>	<p>14.1 Thank you for the constructive feedback. The developers have applied your feedback to clarify the unit further.</p>

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<p>Q15 Unit Title: Entrepreneurship in Photography The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree</p> <p>15.1 Whilst I do agree, I also think this is a unit that would require some specific industry knowledge to teach effectively or else risks being a 'dead' unit that very few people will teach or teach well.</p>	<p>15.1 Student will of course have to develop a body of work with which to be entrepreneurial or develop work in response to an entrepreneurial opportunity. As such, while making students aware of how to be entrepreneurial in their discipline, it will also necessitate expanding competency and creativity in Photography.</p> <p>Developers have clarified the unit further.</p>
<p>Q16 Unit Title: Interdisciplinary Inquiry in Photography The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>1 strongly disagree</p> <p>16.1 This is the most vague description of a course I have read yet!</p> <p>16.2 This risks devaluing photography as an art form and conceptual practice by returning it to the early 1900s where people looked at photography as merely as a way of recording whatever the camera was placed in front of, not as a celebration of what can be achieved through a considered understanding of concept, context and intent.</p>	<p>16.1 Unit descriptions are designed to provide a brief overview and a conceptual focus. The specific knowledge, skills and understandings are conveyed in the content descriptions, and which provide examples. Courses are designed to allow for flexibility, rather than being highly prescriptive.</p> <p>16.2 Thank you. The developers have clarified the unit focus further.</p>
<p>Q17 Unit Title: Interdisciplinary Inquiry in Photography The specific unit goals are clearly outlined and appropriate.</p>	<p>1 disagree</p> <p>17.1 This is too vague and again, risks a 'dead' unit or one where it is poorly interpreted. Why even have this unit?</p>	<p>17.1 The developers have clarified the unit focus further.</p>

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<p>Q18 Unit Title: Interdisciplinary Inquiry in Photography The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>1 disagree</p> <p>18.1 I really struggle to see why this is a separate unit - most of what is outlined here is covered within other units. This is vague and just an area where new teachers or those not overly familiar with photography will flounder.</p>	<p>18.1 Students will likely be expanding on existing skills and applying their learning to this new context. By engaging in an interdisciplinary project, they will have new opportunities for learning broad capabilities as well as skills particular to photography.</p> <p>The developers have applied your feedback to clarify the unit focus further.</p>
<p>Q19 Unit Title: Interdisciplinary Inquiry in Photography The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 disagree</p> <p>19.1 It sounds at first read through like a waste of a unit</p>	<p>19.1 Interdisciplinary inquiry is well supported by research.</p>
<p>Q20 Unit Title: Independent Study The unit description clearly explains the purpose of a negotiated study.</p>	<p>1 disagree</p> <p>20.1 If I am reading this correctly, the prerequisite does not allow students at Narrabundah the opportunity to study this unit as a 1.0 unit!!!!</p>	<p>20.1 BSSS Courses are developed for use in schools across the ACT. Please discuss the issue of internal structure and what is possible with school leadership at your college.</p> <p>Student in Narrabundah's trimester structure undertaking a standard major will be able to study the unit in the sixth trimester, or the second quarter of the fifth trimester. They could also be put in a semester unit at the end of year 12 2a and finish the year in a semester unit. These are technical implementation issues for the school and on ACS.</p>

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<p>Q21 Unit Title: Independent Study The specific unit goals are clearly outlined sufficiently flexible for developing a negotiated study.</p>	<p>1 agree 21.1 I prefer the wording found under the old 'Negotiated Study' unit, but this is OK.</p>	<p>21.1 Noted</p>
<p>Q22 Unit Title: Independent Study The content descriptions clearly elaborate on the unit description and the specific unit goals for developing a negotiated study.</p>	<p>1 agree</p>	
<p>Q23 Unit Title: Independent Study The content descriptions allow flexibility and sufficient guidance about what is to be taught.</p>	<p>1 agree</p>	
<p>Q24 Unit Title: Independent Study The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>1 agree</p>	