# consultation survey questions

#### For the Framework for Aboriginal Languages and

#### Torres Strait Islander Languages

#### Introduction

The Languages learning area survey gives you the opportunity to provide feedback on the proposed changes to any of the following pathways for the Framework.

|  |
| --- |
| * Framework for Aboriginal Languages and Torres Strait Islander Languages   + First-language Learner (L1) pathway, Years F-10   + Second-language Learner (L2) pathway, Years F-10   + Language Revival pathway, Years F-10 |

The survey has three sections.

1. **Background information:**

The survey begins by gathering some demographic information and asking you to nominate the levels, and the specific subjects (where relevant) that you wish to comment on.

1. **General questions**

This is the main part of the survey. In this section you will be asked to respond to a number of statements about the different elements of the consultation curriculum:

* *Introductory elements* - the rationale, aims, organisation of the learning area, key connections and key considerations
* *Curriculum elements* - the band descriptions, achievement standards, content descriptions and content elaborations.

There is also a section called *Overall feedback*, where you will be asked to respond to some overall statements related to the terms of reference for the Review.

You will also be invited to add any general comments about what has improved and what needs further refinement.

1. **Band level specific feedback**

This section is optional and you can comment on as many levels as you wish. You will be able to add any comments about what has improved and what needs further refinement for the particular levels you select.

#### Section 1: Background information questions

Please select which levels you are giving feedback on (Note: options will vary depending on what learning area and subject survey you complete).

* Foundation - Year 6 curriculum
* Years 7 - 10 curriculum
* Foundation - Year 10 curriculum

Please indicate if you are answering the survey as an individual or as a group.

¨ Individual ¨ Group

|  |  |
| --- | --- |
| **Individual response follow up questions**  In which state or territory are you based?   * Australian Capital Territory * New South Wales * Northern Territory * Queensland * South Australia * Tasmania * Victoria * Western Australia * National * Other   Which CATEGORY best describes you?   * Primary teacher\* * Secondary teacher\* * F-12 teacher\* * School leader – Primary\* * School leader – Secondary\* * School leader – F-12\* * Academic * Parent\* * Student\* * Employer / Business * Other   *\*If you select this category as an individual or group you will be asked two additional questions.*  In which sector is your school?   * Government * Catholic * Independent   What best describes your school's location?   * Metropolitan * Regional * Remote | **Group response follow up questions**  In which state or territory are you based?   * Australian Capital Territory * New South Wales * Northern Territory * Queensland * South Australia * Tasmania * Victoria * Western Australia * National * Other   Which CATEGORY best describes you?   * School\* * Professional association * University faculty * Education authority * Parent organisation * Community organisation * Other   Please indicate the NAME of the group or institution below. (Note: Schools will not be asked to supply the school name).  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Describe the membership of your group.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Number of members/people represented in this response (approx.). Please use numerical values.  \_\_\_\_\_ |

**Section 2: General feedback – F-10 Framework for Aboriginal Languages and Torres Strait Islander Languages**

Indicate your level of agreement with the following statements.

**Introductory elements: About the Learning Area**

*Rationale*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The rationale is clear about the importance of the learning area/subject | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |

*Aims*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The aims identify the major learning that students will demonstrate | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |

*Organisational structure*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The strands/sub-strands provide a coherent organisational structure | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |
| The strands/sub-strands are clear about what is important in the learning area/subject | ¨ | ¨ | ¨ | ¨ | ¨ |

*Key connections*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The key connections section identifies the most relevant general capabilities | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |
| The key connections section identifies the most relevant cross-curriculum priorities | ¨ | ¨ | ¨ | ¨ | ¨ |
| The key connections section identifies the key opportunities to connect with other learning areas. | ¨ | ¨ | ¨ | ¨ | ¨ |

*Key considerations*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The key considerations section provides important information for planning teaching and learning | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |

About the Framework

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The rationale is clear about the importance of the Framework | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |

Using the Framework

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The information is clear about using the Framework | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |

**Curriculum elements**

*Band level descriptions*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The band level descriptions provide a clear overview of the learning that students should experience at the band level | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |

*Achievement standards*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The achievement standards clearly describe the expected quality of learning students should typically demonstrate by the end of the /band | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |
| The achievement standards adequately reflect a clear developmental progression. | ¨ | ¨ | ¨ | ¨ | ¨ |
| The learning described in the achievement standards aligns with the essential content students should be taught. | ¨ | ¨ | ¨ | ¨ | ¨ |

*Content descriptions*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The content descriptions specify the essential knowledge, understanding and skills that should be learned. | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |
| The content descriptions make it clear to teachers what should be taught. | ¨ | ¨ | ¨ | ¨ | ¨ |
| The amount of content can be covered in each band.  *Note: If you answer disagree or strongly disagree to this statement you will be given this follow up question (see below).* | ¨ | ¨ | ¨ | ¨ | ¨ |
| What content should be removed or what revisions are needed to make the content more manageable in the learning area/subject curriculum? | | | | | |

*Content elaborations*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The content elaborations provide useful illustrations and suggestions on how to plan and teach the content. | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |
| The content elaborations provide a range of contexts that support teachers to meaningfully integrate the general capabilities and cross-curriculum priorities | ¨ | ¨ | ¨ | ¨ | ¨ |

**Overall feedback**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The introductory sections provide important information. | Strongly agree | Agree | Disagree | Strongly disagree | *Don’t know* |
| ¨ | ¨ | ¨ | ¨ | ¨ |
| The quality of content descriptions has been improved. | ¨ | ¨ | ¨ | ¨ | ¨ |
| The quality of achievement standards has been improved. | ¨ | ¨ | ¨ | ¨ | ¨ |
| The quality of content elaborations has been improved. | ¨ | ¨ | ¨ | ¨ | ¨ |
| Curriculum content has been refined, realigned and decluttered. | ¨ | ¨ | ¨ | ¨ | ¨ |
| The revised Australian Curriculum in the Languages learning area/subject is an improvement on the current version. | ¨ | ¨ | ¨ | ¨ | ¨ |

*Optional comments:*

If you would like to provide feedback about general aspects of the revised Languages learning area/subjectthat **have improved,** please use the comments box.

If you would like to provide feedback about general aspects of the revised Languages learning area/subjectcurriculum that **need further** **improvement,** please use the comments box.

**Section 3: Band specific feedback (optional)**

Would you like to give feedback on a specific band level?

* Yes
* No

If you answer No, you will be asked to SUBMIT the survey.

If you answer Yes, you will be asked which band levels you would like to provide feedback on.

Then you will be invited to provide specific feedback in comments boxes for the following two questions.

Please add your comments about aspects of the revised Languages learning area/subject for bandcurriculum that **have improved.** If you comment on specific content descriptions or elaborations please reference the code number.

Please add your comments about aspects of the revised Languages learning area/subject for bandcurriculum that **need further improvement.** If you comment on specific content descriptions or elaborations please reference the code number.