

General Capabilities – Consultation Draft Questionnaire

Welcome to ACARA's online questionnaire on the draft General Capabilities

The purpose of this questionnaire is to enable individuals and groups to provide feedback on the draft general capabilities conceptual statements and learning continua.

Feedback is sought in relation to the place of the general capabilities in the Australian Curriculum; the nature and scope of each of the capabilities; the pitch of descriptions and progression of learning in each continuum; and presentation of the materials.

You can choose to provide feedback on the General Capabilities Overview and/or one or more of the seven general capabilities.

For each general capability reviewed, please provide a rating for all questions by marking the appropriate box with an X. If you wish to elaborate on your rating or disagree with any of the statements in the questionnaire, there is an opportunity to include comments. These might outline why and how you believe improvements can be made. Comments are optional and can be accessed following completion of the ratings.

If you wish to prepare more detailed feedback, you can submit additional notes to the questionnaire. It will assist analysis if the notes are organised around the headings in the questionnaire which reflect the organisation of the draft general capabilities statements and learning continua.

CONSULTATION CLOSE

Questionnaires can be submitted until **Sunday 7 August 2011**.

Thank you for your feedback.

BACKGROUND INFORMATION

Individual feedback

1. In which state or territory are you based? (Check as appropriate)

Australian Capital Territory

Queensland

New South Wales

Northern Territory

South Australia

Tasmania

Victoria

Western Australia

2. Which category of respondent best describes your perspective?

Primary teacher

Secondary teacher

School leader

Academic

Parent

Student

Employer

Other (please specify) _____

Group feedback

3. If you are providing a group or institutional response (eg school, professional association, university faculty, education authority) which category of respondent best describes your perspective?

School

Professional association

University faculty

Education authority

If other, please specify _____

4. Please indicate the name of the group or institution below.

Group/institution name: _____

5. If group/institution response, how many people have contributed to this response?

General capabilities: An overview

| 1. General capabilities in the Australian Curriculum | | Strongly disagree | Disagree | Agree | Strongly agree |
|--|---|----------------------|----------------------|----------------------|----------------------|
| 1a | The set of seven general capabilities is appropriate (ie they cover the range of knowledge, skills and dispositions expected in a curriculum for the 21 st century). | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1b | The role of general capabilities in the Australian Curriculum is clear. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1c | Comments | | | | |

| 2. General capabilities in the learning areas | | Strongly disagree | Disagree | Agree | Strongly agree |
|---|--|----------------------|----------------------|----------------------|----------------------|
| 2a | The relationship between the general capabilities and the learning areas is explained clearly. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2b | Comments | | | | |

| 3. General capabilities materials for schools and teachers | | Strongly disagree | Disagree | Agree | Strongly agree |
|--|--|----------------------|----------------------|----------------------|----------------------|
| 3a | The purpose of the general capabilities materials for schools and teachers is clearly explained. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3b | Comments: | | | | |

| 4. General | | Strongly disagree | Disagree | Agree | Strongly agree |
|------------|--|----------------------|----------------------|----------------------|----------------------|
| 4a | The Overview contains an appropriate level of detail. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4b | The general capabilities materials (ie conceptual statements and continua) are logically structured. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4c | The online presentation of the general capabilities materials is user-friendly. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

5. Two forms of the continua in tables have been provided for feedback. For the Literacy and Numeracy continua, descriptions are presented in a table in bullet point format. The continua for the other five capabilities are presented in tables in paragraphs with an alternative prose view for each stage of schooling.

Which form is your preference and why?

Literacy
Conceptual statement

| 1. Introduction | | Strongly disagree | Disagree | Agree | Strongly agree |
|------------------------|--|----------------------|----------------------|----------------------|----------------------|
| 1a | The description of Literacy in the Australian Curriculum is clear. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1b | The title of the capability adequately reflects the content. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1c | Comments | | | | |

| 2. Scope of Literacy | | Strongly disagree | Disagree | Agree | Strongly agree |
|-----------------------------|--|----------------------|----------------------|----------------------|----------------------|
| 2a | The most important elements of Literacy are addressed. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2b | The scope of Literacy is coherent (ie the elements make sense as a group). | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2c | Comments | | | | |

| 3. Literacy across the curriculum | | Strongly disagree | Disagree | Agree | Strongly agree |
|--|--|----------------------|----------------------|----------------------|----------------------|
| 3a | The distinction between Literacy as a general capability and the Literacy strand in the English curriculum is clear. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3b | The description of the place of Literacy in the learning areas is clear. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3c | Comments | | | | |

| 4. Theoretical framework | | Strongly disagree | Disagree | Agree | Strongly agree |
|---------------------------------|---|----------------------|----------------------|----------------------|----------------------|
| 4a | The theoretical basis for the Literacy capability is sound. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

4b Comments

5. Identify any elements of Literacy, not currently included, that you believe should be included and explain why.

6. Identify any elements of Literacy, currently included, that you believe should not be included and explain why.

Literacy continuum

| 7. Introduction | | Strongly disagree | Disagree | Agree | Strongly agree |
|------------------------|--|----------------------|----------------------|----------------------|----------------------|
| 7a | The structure of the continuum is clear. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 7b | Comments | | | | |

| 8. Elements of Literacy | | Strongly disagree | Disagree | Agree | Strongly agree |
|--------------------------------|--|----------------------|----------------------|----------------------|----------------------|
| 8a | The elements are adequately described. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 8b | Comments | | | | |

9. The continuum

Strongly disagree

Disagree

Agree

Strongly agree

9a

The organisation of the continuum (by element and stage of schooling) is easy to follow.

9b
Comments

9c
There is a logical progression of the knowledge and skills across the stages.

9d
Comments

9e
Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).

9f
Comments

9g
Generally, capability descriptions contain an appropriate level of detail.

9h
Comments

| Strongly disagree | Disagree | Agree | Strongly agree |
|-------------------|----------|-------|----------------|
| | | | |

Intercultural understanding

Conceptual statement

1. Introduction

- 1a The description of Intercultural understanding in the Australian Curriculum is clear.
- 1b The title of the capability adequately reflects the content.

1c Comments

2. Scope of Intercultural understanding

- 2a The most important elements of Intercultural understanding are addressed.
- 2b The scope of Intercultural understanding is coherent (ie the elements make sense as a group).

2c Comments

3. Intercultural understanding across the curriculum

- 3a The description of the place of Intercultural understanding in the learning areas is clear.

3b Comments

4. Theoretical framework

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|--|--|--|--|

4a The theoretical basis for the Intercultural understanding capability is sound.

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| |
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4b Comments

5. Identify any elements of Intercultural understanding, not currently included, that you believe should be included and explain why.

6. Identify any elements of Intercultural understanding, currently included, that you believe should not be included and explain why.

Intercultural understanding

continuum

7. Introduction

7a The structure of the continuum is clear.

7b Comments

8. Elements of Intercultural understanding

8a The elements are adequately described.

8b Comments

9. The continuum

9a The two formats of the continuum are easy to follow.

| | | | |
|--|--|--|--|
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| | | | |

9b Comments

9c There is a logical progression of the knowledge and skills across the stages.

| | | | |
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| | | | |
| | | | |

9d Comments

9e Capability descriptions are pitched appropriately (ie the expectation of student knowledge and skills is sufficiently challenging and distinctive at each stage of schooling).

| | | | |
|--|--|--|--|
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| | | | |

9f Comments

9g Generally, capability descriptions contain an appropriate level of detail.

| | | | |
|--|--|--|--|
| | | | |
| | | | |

9h Comments

10. Provide any suggestions for improvement of the Intercultural understanding continuum.
