

**Note:** The sections in the Paper which are headed “What this tells us” will be the basis for the Panel’s recommendations.

Where questions are broken into life stages (early years, school years and adult years), you can provide responses to any or all life stages.

Please indicate clearly at the beginning of any responses you wish to remain confidential.

Unless indicated as confidential, responses will be treated as public information and published on our website. Please see the [Public Submissions Policy](#) for further information.

**Name: Dr Jillian Abell, (President)**

**Organisation: Network of Education Associations of Tasmania**

**Question One: Are there any key themes we have not identified to improve literacy across:**

**The Early Years (0-4 years-old)**

**The School Years (5-17 years-old)**

The Network of Education Associations of Tasmania (NEAT) welcomes the opportunity to continue to have input by responding to the consultation invitations on the work of the DPAC Literacy Panel and the [Final Consultation Report](#) . NEAT congratulates the Department of Premier & Cabinet on establishing the panel to consult widely in the community.

In this submission, we wish to focus on priorities for the school years again, for teachers’ efficacy, teaching methodologies and teacher voice in policy making. In addition, we will assure the Panel of a valuable role for professional and subject teaching associations in the Literacy Panel’s design of a Community Framework, as well as this core focus on school improvement and effective professional learning supported by adequate funding and research. Professional associations operate in every jurisdiction across Australia and in all schooling sectors, so we are well-placed to implement quality professional development and evaluation programs free of commercial influence.

We appreciate the consideration given by the Panel in response to our first submission in understanding the role of quality teaching and resourcing supported by well-managed school and public libraries in the school years, and particularly, the impact of trained literacy and library professionals in schools.

### **Collecting data and evidence on appropriate teaching pedagogy and methodology**

NEAT supports the [Tasmanian 100% Literacy Alliance's](#) call for independently evaluated data by the Australian Education Research Organisation (AERO). Currently it is equipped to track and advise on the application of evidence-based outcomes for the Year 1 Phonics Check, NAPLAN, PAT testing, TASC/AQF safety-net literacy testing for school-wide improvement of individual learners' progress against nationally consistent educational and demographic standards. This national body has been funded already and specifically created to evaluate effectiveness for nationally consistent teaching methodologies and assessments which can then determine policy formulation processes, targets, success indicators and measurable gains applicable to each State or Territory.

### **A coordinated state-wide approach with allied health professionals**

NEAT supports the [Tasmanian 100% Literacy Alliance's](#) call for the recognition of the important role of public health and all community services. The allied health sector professionals, including speech pathologists, occupational therapists and social workers have a place in school communities, are experiencing workforce shortages and the need greater resourcing for their just-in-time work in schools. Gaps are filled by often untrained teacher assistants assisting with the very complex individual education plans and individual learning plans. There is already an over-crowded teaching curriculum with principals and teachers experiencing high levels of distraction, and urgent interventions for underperforming students or loss of learning engagement which impacts on their wellbeing as well.

### **Supporting teachers and lifting outcomes for all students**

NEAT supports strategies that will best support teachers preferred professional learning approaches for classroom management and achieving school targets. Teachers need their subject-specific and discipline knowledge in order to interpret and implement revised curriculum, and developing and updating that knowledge is core business for professional teachers' associations. At present there is an inconsistent approach nationally with the funding of responsive professional development in Literacy. NEAT recommends the policy approaches and models in NSW and NT where the professional teaching associations provide considerable personalised professional learning support in key areas of Literacy, English, HASS, Maths, Science, STEM, Languages and Health. Interstate, in these departments of education, grant and funding agreements with administrative accounting allow cross-disciplinary connections and additional out-of-hours programs to support the departmental priorities. Human resources and funding opportunities are provided to the peak bodies or joint councils that support state-based associations. It is a sustainable and effective way to achieve targeted returns for state-wide priorities.

A recent NEAT survey of NEAT member associations in 2022 revealed significant numbers of teachers from a possible population of 3000 teachers in Tasmania were attending full-day, half-day and shorter programs that were personally funded, being funding that is not provided by workplaces or education sectors. Policy makers may have concerns regarding the structure and operation of professional teaching associations. However, PTAs are often established under federal legislation through the Australian Securities and Investment Commission (ASIC) or under state/territory legislation and regulatory requirements for incorporated associations which all demand accountability with regular reporting of strategic intents and outcomes.

This response has been prepared on behalf of the NEAT Joint Council Management Committee for the peak educational professional and subject teaching associations of Tasmania.

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**The Adult Years (18+ years-old)**

**Question Two: What are the three main things we should prioritise doing in:**

**The Early Years (0-4 years-old)**

**The School Years (5-17 years-old)**

**The Adult Years (18+ years-old)**

**Question Three: Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:**

**The Early Years (0-4 years-old)**

**The School Years (5-17 years-old)**

**The Adult Years (18+ years-old)**

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<b>Question Four: If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?</b>
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Please see above in Q1.
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<b>Question Five: Are there any other comments you would like to make?</b>
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Please see above in Q1.
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