

TasTAFE response to: Final consultation report for the development of Tasmania's community wide framework

To support Tasmanian Government and Ministerial priorities, TasTAFE has placed considerable effort into supporting the government to address issues relating to second chance learning with regards to adult literacy levels within Tasmanian communities. Our intent is to support Tasmanians by providing contemporary and relevant learning experiences that prepare learners for the future of work, including reducing the barriers to employment caused by low language, literacy, numeracy and digital (LLND) levels.

TasTAFE submitted a paper to the Literacy Advisory Panel in March 2023 and thanks the panel for their consideration of our submission and for the work undertaken to prepare the consultation report for the development of Tasmania's Community-wide Framework.

Below are additional points which TasTAFE would like to add for consideration in the Panel's consultation report:

Consultation Questions

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

The Adult Years (18+ years-old)

- ✎ The demand and need for learning support in the Vocational Education and Training (VET) setting is increasing with students seeking to enter programs who have identified literacy and learning needs. Students seeking to better their employment prospects through VET must be literate to remain engaged in their vocational training and to reach their full potential. As the largest VET provider in Tasmania, support for TasTAFE to engage additional Learning Support with a literacy focus, would provide 1:1 explicit tuition for students with identified literacy and learning needs. This explicit 'in-house' tuition would focus on building the literacy skills needed to complete coursework, build skills and successfully meet industry expectations of their growing workforce.

- ↪ All VET teachers must have the knowledge and skills to embed literacy development activities in their delivery. A professional learning framework for adult learning/literacy must set out principles and expectations for professional learning that could include statements like, 'Adult literacy training is research-informed, learner focused, purposeful, authentic and considers the range of challenges and competing priorities adults face.' VET teachers must have contextualised professional development on explicit, systematic instruction for foundation skills development.
- ↪ Adults must have an option to gain their Tasmanian Certificate of Education (TCE) and an ATAR through alternative means. TasTAFE could provide this opportunity of second chance learning, if supported by the Tasmanian Government. Opportunities like this are provided in other states such as that offered by TAFESA and TAFENSW.
- ↪ Parents must have literacy skills, to lift literacy among children.
- ↪ Tasmanian adults must have cost effective options for Specific Learning Disability (SLD) diagnosis and a learning plan/pathway established by an adult literacy specialist.
- ↪ The VET sector must have more qualified adult literacy teacher/specialists to meet student need.
- ↪ TasTAFE has appropriately qualified and skilled 'Pathways' teaching teams including vocational preparation, general education, study support and English language services that provide foundation skills accredited courses, accredited study preparation programs, vocational program study support with specialist LLN teachers, English language acquisition courses and in-class and individual foundation skills learning support. These courses are provided free to the user.
- ↪ TasTAFE provides adult Language, Literacy and Numeracy Tutor training free of charge to Tasmania's volunteer adult literacy workforce and any Tasmanian interested in adult tutoring. Training options include:
 - CHCSS00101 Language, Literacy and Numeracy Tutor skill set - online
 - Non-accredited Intro to Adult Tutoring one day workshop – face to face
 - Non-accredited Understanding Adult Tutoring online short course

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

• The Adult Years (18+ years-old)

- ↪ All Tertiary teachers including VET teachers must have the knowledge and skills to embed literacy development activities in their delivery. A professional learning framework for adult learning/literacy must set out principles and expectations for professional learning that would possibly include statements like, 'Adult literacy training is research-informed, learner focused, purposeful, authentic and considers the range of challenges and competing priorities adults face.' VET teachers must have contextualised professional development on explicit, systematic instruction for foundation skills development.
- ↪ The demand and need for learning support in the Vocational Education and Training (VET) setting is increasing with students seeking to enter programs who have identified literacy and learning needs. Students seeking to better their employment prospects through VET must be literate to remain engaged in their vocational training and to reach their full potential. As the largest VET provider in Tasmania, support for TasTAFE to engage additional Learning Support with a literacy focus, would provide 1:1 explicit tuition for students with identified literacy and learning needs. This explicit 'in-house' tuition would focus on building the literacy skills needed to complete coursework, build skills and successfully meet industry expectations of their growing workforce.
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Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:

• The Adult Years (18+ years-old)

- ↪ The Australian Core Skills Framework could be used to gather data and monitor literacy achievement.

If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?

- ↪ Specific recommendations for Government, to support TasTAFE to improve the literacy skills of their learners.
- ↪ Specific recommendation that action plans resulting from this report are developed by the relevant stakeholders.

Are there any other comments you'd like to make?

- ↪ The report is heavily weighted toward primary and secondary education.
- ↪ Industry voice is missing in the Adults, Key Themes section of the report.
- ↪ Recognition that significant change is occurring across Australia with VET qualification reforms, launch of Jobs and Skills Australia, revised ASCF and impact on foundation skills programs.
- ↪ Recognition that technological advancements will change the way Tasmanians engage with literacy, foundation activity and skills development. Examples of this will be the increased use of AI within our daily lives. TasTAFE encourages an approach that is pro-active and will actively contribute to the implementation and actualisation of these futures, reflecting on the Tasmanian context.

