

Paper Two: What we heard

Community Consultation – Analysis of Submissions to the Literacy Advisory Panel

Approach to Community Consultation

From February to March 2022, the Literacy Advisory Panel asked Tasmanians for feedback, ideas, and comments on how to improve literacy in the state. The community answered with over 350 responses.

The Panel ensured the community were aware of the consultation process in a variety of ways:

- 180,500 individuals saw advertisements through social media,
- 3,321 individuals visited the website,
- 21 newspapers across Tasmania featured advertisements (community and three daily papers),
- 179 stakeholders received emails, and
- 6 community consultation partners spread the word about consultation.

How You Responded

352 of you responded in the following ways:

Written Submissions

You were provided with a range of methods to participate in community consultation, including by email. Additionally, an online survey or Facebook posts could be used to respond to the questions posed by 'Paper One: Setting the Scene. Tasmania's Community-wide Framework'.

- 72 individuals or organisations participated by email,
- 160 participated through the online survey, and
- 98 individuals responded through Facebook.

Assisted Submissions

Our consultation partners at Neighbourhood Houses Tasmania, Early Childhood Australia Tasmania Branch, Child and Family Learning Centres (CFLCs), Libraries Tasmania and 26TEN, supported individuals to respond to community consultation. We engaged these partners because of their established relationships with Tasmanians, including those who may find it difficult to provide a written response to community consultation because of literacy challenges.

- 22 individuals responded through partners.

What We Heard

The Literacy Advisory Panel has been working to analyse the feedback it received from community consultation. Several recurring themes emerged from the submissions, including the importance of:

- the role of families and carers in promoting and supporting learners' literacy development,
- supports for children and young people and their families,
- teacher training and education (initial and ongoing professional development),
- timely and affordable access and interventions to specialist services (including allied health), and
- increased funding (and access) for literacy programs and services, and concerns about:

- a lack of general awareness and understanding of the breadth of services available, and
- gaps in explicit literacy support for adults
- The Panel is developing the Community-wide Framework and will release a draft for community consultation in the latter half of 2022.

Community Consultation Submissions

Please note that the views or opinions expressed in submissions reflect the views of the persons or entities making those submissions only. Inclusion of submissions should not be taken as an endorsement by the Tasmanian Government or the Department of any views or opinions so expressed. Copyright in submissions rests with the author of each submission. The Tasmanian Government does not accept liability for any breaches of the authors' copyright.

As required under the Personal Information Protection Act 2004, personal information such as contact numbers and addresses have been redacted. Confidential, inappropriate, or offensive submissions have not been published in accordance with the Department of Premier and Cabinet's [Public Submissions Policy](#).

Survey Responses

Lived Experience Survey Responses

Facebook Comments

Jo Rogers

Tasmanian Small Business Council

Paul Thomas

Cheri Allanby - True Trails

Anne Kennedy

Sally Walters

Anna Hart

Dayna Cutting

Helen Peters

MaryAnn Munnings

Tracey Kidd

Olivia Aukorius

Anita Cranfield

Reading Writing Hotline

Catholic Education Parents Council

Lisa Denny

Robyn Ewing and Jo Padgham

Noella Mackenzie

Independent Schools Tasmania

Victoria Carrington

Mandy Reynolds-Smith

Early Childhood Australia, Tasmania Branch

Sue McKerracher

Jeffrey Wilhelm

Leah Waugh

Rebecca Van Est

TasCOSS

Brian Cambourne

Mental Health Council of Tasmania

Kate Polglase

Australian Literacy Educators' Association

Judith Hudson

Tasmanian Association for the Gifted

The Smith Family
Tasmanian Food Security Coalition
Michael Middleton
ALEA Tasmania
Dr Michele Antsey and Geoff Bull
Alison Holm
Tasmania 100 per cent Literacy Alliance
Commissioner for Children and Young People
Michelle Chadwick
Grattan Institute
Thrive Group
Claire Gregg
Sally-Anne Fowler
Square Pegs
Louise Cunningham
The Salvation Army
Ingrid Stannard
School Food Matters
Meredith Cashion and Mandy Beard
Junise Cox
Speech Pathology Tasmania
Bridie Raban
Education for Sustainability Tasmania
Speech Pathology Australia
Early Childhood Educators Tasmania
Burnie Works
Rosalie Martin

In accordance with the Department's Public Submissions policy, 88 community consultation submissions were withheld from publication.

Publication Details

This report was prepared by the Peter Underwood Centre for the Literacy Advisory Panel.

Acknowledgements

We are grateful to staff from the staff at the Department of Premier and Cabinet, in particular the Literacy Advisory Panel Secretariat. We are grateful to everyone who has responded to the consultation round. Let us together lift literacy in Tasmania.

Research team

Professor Kitty te Riele

Dr Megan Lang

Dr Sherridan Emery

Dr Emily Rudling

We are grateful to the team at the Peter Underwood Centre for Educational Attainment for their support of this project.

Note

Text in italics in coloured boxes are quotes taken directly from submissions.

Community Consultation Analysis

Glossary and Definitions

Definitions

| | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Allied professional | Professional staff, other than teachers, who support students in schools, including psychologists, social workers, speech pathologists, occupational therapists. |
| Educator | Early childhood education and care educator |
| Family | Two or more persons, one of whom is at least 15 years of age, who are related by blood, marriage (registered or de facto), adoption, step or fostering, and who usually live in the same household (ABS 2016c). |

Glossary

| | |
|----------|-----------------------------------------------------------|
| ACARA | Australian Curriculum, Assessment and Reporting Authority |
| ARACY | Australian Research Alliance for Children and Youth |
| CFLC | Child and Family Learning Centre |
| COVID-19 | Coronavirus Disease 2019 |
| DoE | Department of Education (Tasmania) |
| ECEC | Early Childhood Education and Care |
| ECIS | Early Childhood Intervention Service |
| HIPPY | Home Interaction Program for Parents and Youngsters |
| LIFT | Learning in Families Together |
| LIL | Launch into Learning |
| NAPLAN | National Assessment Program - Literacy and Numeracy |
| NGO | Non-Governmental Organisation |
| SES | Socioeconomic status |
| SLN | Special Learning Needs |
| SLP | Speech and Language Pathologist |
| TAFE | Technical And Further Education |
| TasCOSS | Tasmanian Council of Social Service |
| VET | Vocational Education and Training |

Structure of the report

This report is divided into twelve sections.

Sections 2-8 reflect the framework of the six principles established by the Literacy Panel, as well as the community interest in programs.

There are overlaps in the data, but in general:

- Section 2 addresses the early years, including findings about programs at this stage and themes related to the Foundation principle.
- Sections 3-7 address findings about programs in the school years and themes related to the principles of Workforce, Partnerships, Equity, and System and;
- Section 8 addresses the adult (post-school) years, including findings about programs at this stage.

The introductory section contains information about data framework, data sources, classification, and limitations. The concluding sections contain findings about public sentiment and lived experience, and measurement.

Specific implications from the findings are provided at the end of sections 2-8. Section 11 provides overall implications. Section 12 has appendices.

Data Summary: Limitations

- In a process such as this community consultation there are going to be gaps in the submissions – it is unlikely to receive input from all different groups in society. For example, there is a scarcity of submissions from Aboriginal and Torres Strait Islander and multicultural organisations.
- There are some limitations to integrating the data based on how the data is classified as well as the types of questions that were asked. For example, it is difficult to compare the free text Facebook comments to the Consultation Survey. However, there is more similarity between the consultation survey paper responses and emailed submissions.
- This is a qualitative analysis rather than quantitative. Where possible and appropriate, quantitative data has been included, but this is not always possible due to the nature of qualitative data and qualitative analysis methodology.

Classifying Submissions

There was a total of 352 submissions.

| | Email | Consultation Survey | Lived Experience Survey | Facebook comments |
|----------------------|-------|---------------------|-------------------------|-------------------|
| Number of responses: | 72 | 160 | 22 | 98 |

Some submissions provided much **evidence** and support for claims, while others were **anecdotal**.

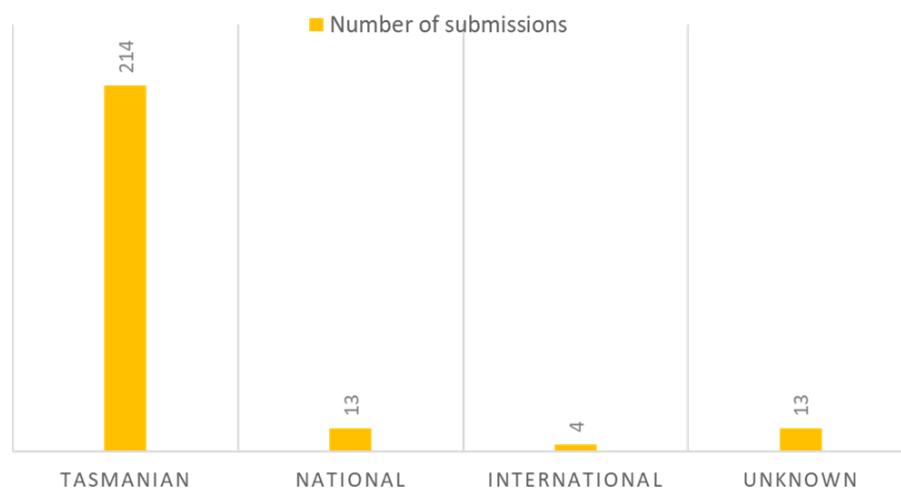
Due to their comparability, we have separated the email submissions and consultation survey responses into:

| | Organisational submissions | Individual submissions |
|------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition | Where email or consultation survey responses were made on behalf of an organisation. | Where email or consultation survey responses were made by an individual who may have identified their organisation, but were not responding on behalf of their organisation. |
| Total | 49 | 173 |

Data sources: National and International

Most submissions were from individuals and organisations located in Tasmania. However, there were some contributions from peak bodies around Australia, and academics and interested individuals from around the world.

Submissions from overseas tended to be made from nations with similar education systems.

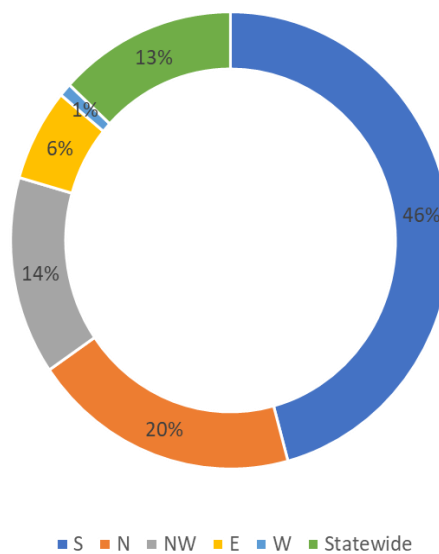


Data sources: Regions of Tasmania

The majority of submissions came from Southern Tasmania.

- 98 submissions came from the South;
- 42 from the North;
- 30 from the North-West;
- 14 from the East Coast;
- 2 from the West Coast; and
- 28 were state-wide

Breakdown of submissions from Tasmania

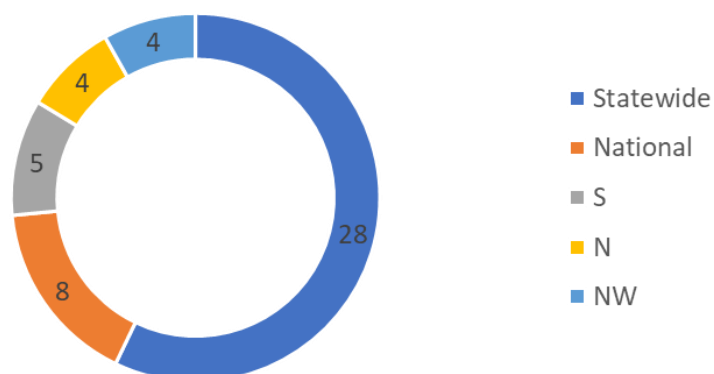


Demographic information: Organisational Submissions

Organisational submissions were the second most common type of submission. There were **49** organisational responses to either the public consultation survey or emailed.

These were most often made by Tasmanian state-wide organisations.

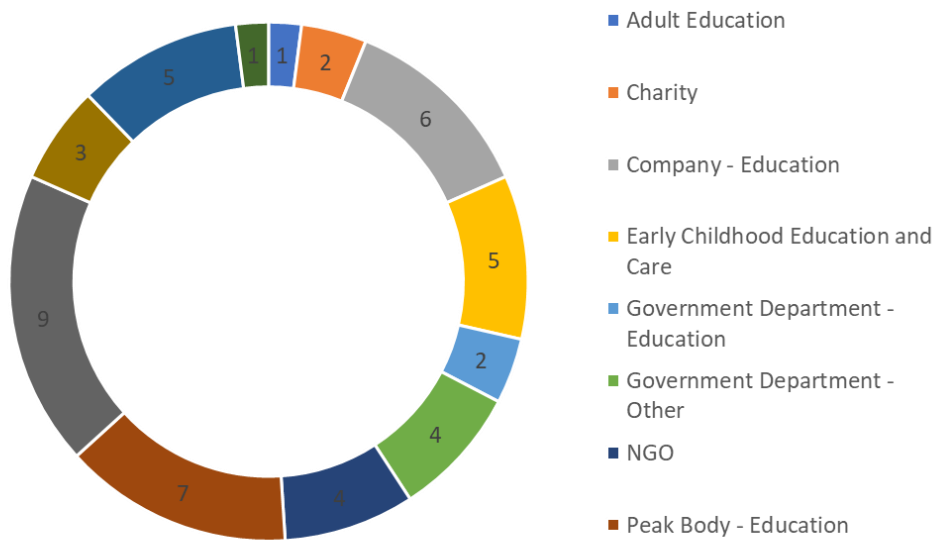
Where organisations responded from



9 schools responded to the consultation process. This included 4 Government schools, 4 Catholic schools, and 1 Independent school.

Educators tended to respond to the consultation survey as individuals and not as representative of their school.

What types of organisations responded



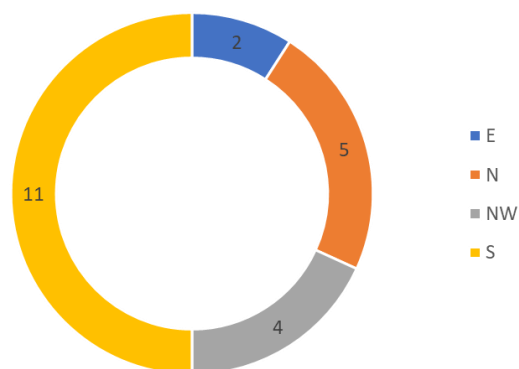
Demographic information: Lived Experience Survey Responses

All responses to the lived experience survey were analysed as 'lived experience' because the survey did not collect information about respondents' role (such as educator, parent or carer).

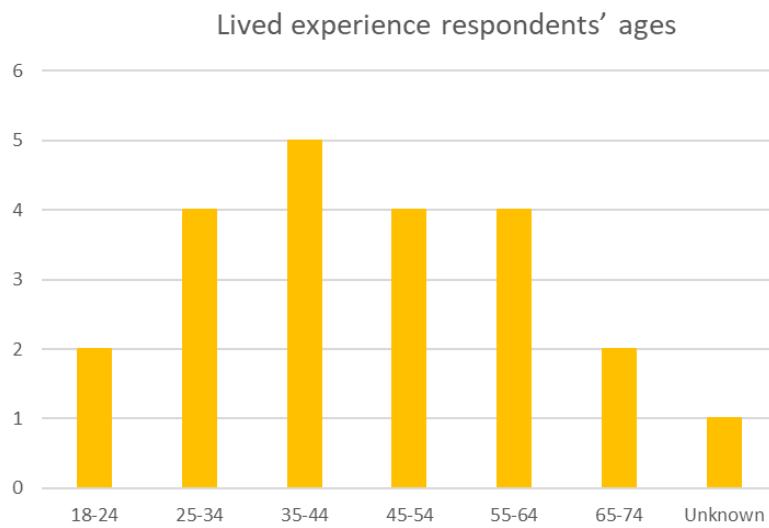
Lived experience respondents tended to be aged between 35-44 and responding from the South of Tasmania.

There was no representation from the West Coast of Tasmania.

Where participants responded from



Lived experience survey submissions were the least common type of submission. There were 22 individual responses to the survey.



Demographic information: Facebook comments

There were 98 Facebook comments. This was the second most common type of submission.

We were unable to collect demographic data from the Facebook comments.

These have been classified as 'individual Facebook responses' to differentiate these data from the survey and email submissions.

The Facebook comments offer a snapshot of what some people have to say about literacy learning in Tasmania.

The responses varied in length and quality and were 'free responses' - Facebook comments did not respond to question prompts like the surveys or email submissions. Generally, the comments were brief.

Overall, four key themes emerged from the Facebook comments. These are described on slide number 56.

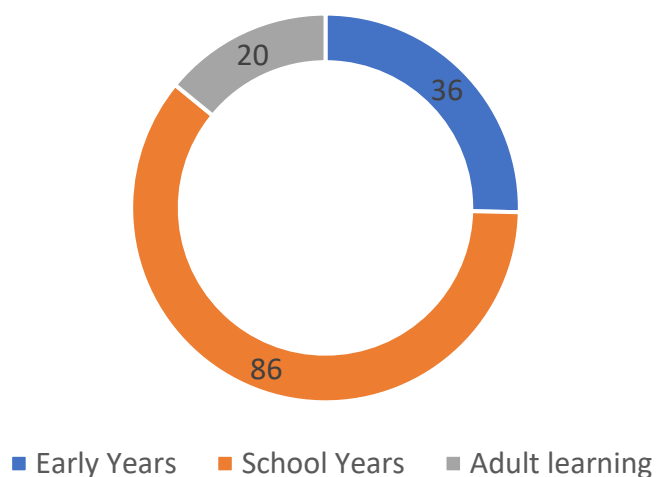
Section I – Programs and Initiatives Overview

Programs and Initiatives: Understanding the Responses

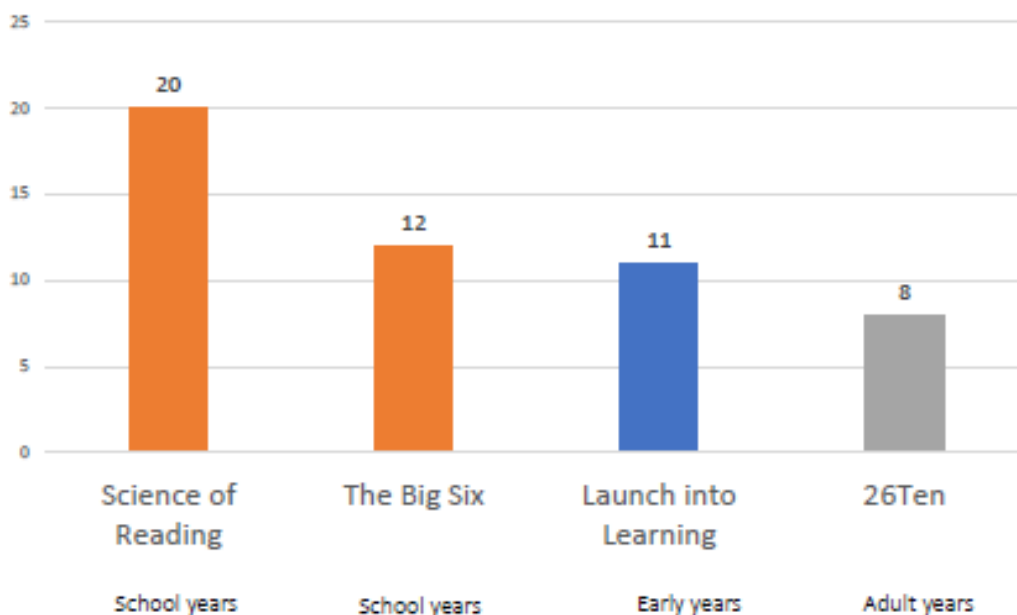
- There were 266 mentions of programs across the two surveys and email submissions. Facebook comments tended not to recommend specific programs or initiatives.
- 75 respondents listed a program, approximately 28.3% of total submissions.
- On average, each respondent listed 3.5 programs.
- 48% of identified programs were from respondents from Southern Tasmania. The West Coast of Tasmania had the lowest representation.

School years had the greatest number of programs listed. See appendices for the full list.

Number of programs per age group



Most commonly mentioned literacy programs & initiatives by age-group



Section 2 – Early Years

Overview of Programs

The *early years* includes findings on programs and initiatives, supports, barriers, and suggestions gleaned from the four types of data.

Listed programs and initiatives include those in operation, as well as resources, and initiatives used in Tasmania and Australia both internal and external to schools.

The most commonly mentioned early years programs were:

- Launch into Learning (LiL);
- Rock and Rhyme (Libraries Tasmania); and,
- Early Child Intervention Centres (ECIS).

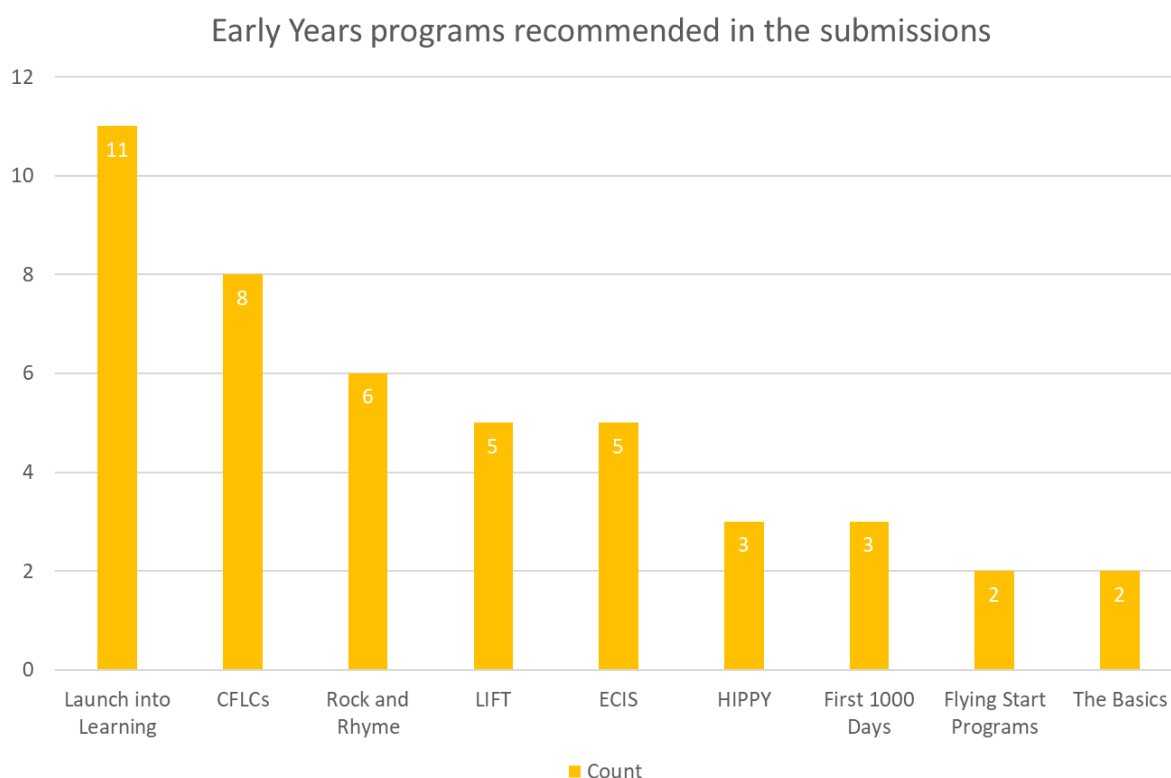
Findings are separated into three themes: supports, barriers and suggestions.

We list three points for each theme:

- Community level: this includes schools, parents, playgroups, libraries.
- Service level: this refers to initiatives and programs, departments, allied health.
- Family level: the caregivers and home context.

Programs and Initiatives

The following graph shows programs mentioned by more than one respondent as helpful for literacy education in the early years.



Other early years programs mentioned in the responses:

- Early Childhood Educators of Tasmania
- Reading Egg
- Raising Literacy Australia
- Child Care Centres
- Speech and Language Development Australia
- Start Smart
- Playgroup Tasmania
- Bush Kinder
- Reading Bug
- Family Day Care Providers
- DoE Great Start
- Little Learners Love Literacy
- St Giles Playgroups
- Look Who's Talking
- Mrs Wordsmith Blah Blah Blah Game
- Tim and Pip decodable readers
- Working Together
- Bhutan Adaptive Kindergarten Development
- Let's Talk

Supports

Submissions to the consultation pointed to the important foundational supports for literacy as including:

Community level (schools, playgroups, parents, libraries)

- Educating parents and wider community about importance of literacy.
- Literacy tutors in antenatal programs.
- Playgroups – children and parents get to know schools.
- Libraries Tasmania programs - Baby Play, Rock & Rhyme and Storytime.

Service level (initiatives and programs, departments, allied health)

- Providing access to high quality learning opportunities in the years before school.
- Supports to help families feel connected, welcomed into groups and services, timely provision of information.

Family level (caregivers and home context)

- Reading to children.
- Parents modelling enjoyment of reading.

Insights from the consultation

In their submission to the consultation, TasCOSS advocated for the 'Working Together' program, noting that participants highly valued the following aspects:

- Helping families understand and access the range of supports available to them.
- Bringing families, engagement workers, early learning partners and other key supports to understand and address the drivers of wellbeing for the child and for the family.
- Ensuring information and resources adhere to plain English guidelines.
- Ensuring key documents and resources are translated into targeted languages, and access to interpreters are available if required.

Barriers

Submissions identified the following barriers to literacy.

Community Level

- Valuing of literacy and learning in the early years.
- ECIS needs better-resourced, broader support remit
- Access to specialists (i.e., SLPs, psychologists) for diagnosis and assessments – lack of provision, prohibitive costs, lack of collaboration between allied health specialists and educators.
- Complexity of disadvantage means it is hard to address early literacy issue even when aware of them.

Service Level

- Young children not accessing programs (like LiL, programs for 3-4 year olds).
- Program implementation – for example some programs are delivered too late (Working together) or are urban focused.
- Lack of co-ordination between programs (i.e., LiL, CFLC, Rock n Rhyme).

Family Level

- Parent/carer's own literacy.
- Parents need help supporting child's learning.
- Accessing funding for support (i.e., NDIS).
- Parents need information to know what supports are available and how to establish contact with services.

Submissions indicated that there is currently a serious lack of specialists available to undertake diagnosis in vital areas such as speech, hearing, motor development, psychological difficulties such as ADHD, infant and juvenile stress and behaviour problems. There are long waitlists first for diagnosis, then for referral to the appropriate specialist, and early intervention programs are underfunded. The cost of specialist intervention for a child is beyond the reach of some families, including those most at risk.

- Early Childhood Australia.

Suggestions

Community level

- Educating parents and wider community about importance of literacy. (i.e., on how to build education into their everyday interactions with their children).
- Supporting early oral language development.
- Early identification of literacy issues and supports.
- Increase the number of Child and Family Learning Centres.
- Increase funding for early learning literacy services and programs, including early interventions (i.e., ECIS).
- Promoting the programs of Libraries Tasmania for literacy development.
- Increase access to allied health services to support children's literacy development.

Service level

- Provide greater access to early learning services.
- Ensure staff shortages are filled by qualified staff.
- Integration of SLPs in all early learning programs.
- Emphasis on oral language.
- Play based learning.

-

Family level

- Provide information to families about how to support their children's literacy development.
- Provide books to families.
- Education that happens in everyday life is valuable.

Literacy campaigns – There should be better promotion of and access to information and services to support children and families to support learning. We need initiatives to provide families with the knowledge, tools and resources (books, information about support for adult literacy, and contacts to pose any questions to along the way) to establish a strong and supported foundation on which to strengthen the whole family's capacity to learn about and value literacy.

- Commissioner for Children and Young People

Implications Drawn from the findings

1. There are many barriers in setting early year learners up for success in literacy learning that relate to access and equity:
 - a) Socio-economic barriers;
 - b) Rural and regional access, including transport;
 - c) Maternal health;
 - d) Food security.
2. Increase funding for literacy services and supports for the foundational stages of children's development (i.e., more CFLCs, ECIS funding).
3. Improve access to allied health services (i.e., speech pathologists, psychologists) to address developmental issues that impact early learners with their literacy learning.
4. Support parents and carers with their own literacy development so they can support their children's learning.
5. Increase the access to literacy programs and services to families in their local areas.
6. Provide books and literacy resources to families to begin the literacy learning journey early.
7. Provide the wrap-around supports to parents and carers that help make participating in literacy programs accessible.

We believe the holistic support provided by 'Working Together' could be adapted and expanded to other years of schooling and other learning environments, including with a focus on literacy. Family literacy is a key to literacy development in early learning, school years, and adult learning.

- TasCOSS

Section 3 – The School Years

Overview of Programs

School years includes findings on programs and initiatives, supports, barriers, and suggestions gleaned from the four types of data specific to school students aged between 6 and 18 years old.

Listed programs and initiatives include those in operation, as well as resources, and initiatives used in Tasmania and Australia both internal and external to schools.

The most commonly mentioned school years programs and initiatives were:

- Science of Reading;
- Big Six;
- phonics.

Findings about programs in the school years are separated into three themes: supports, barriers and suggestions.

We list three points for each theme:

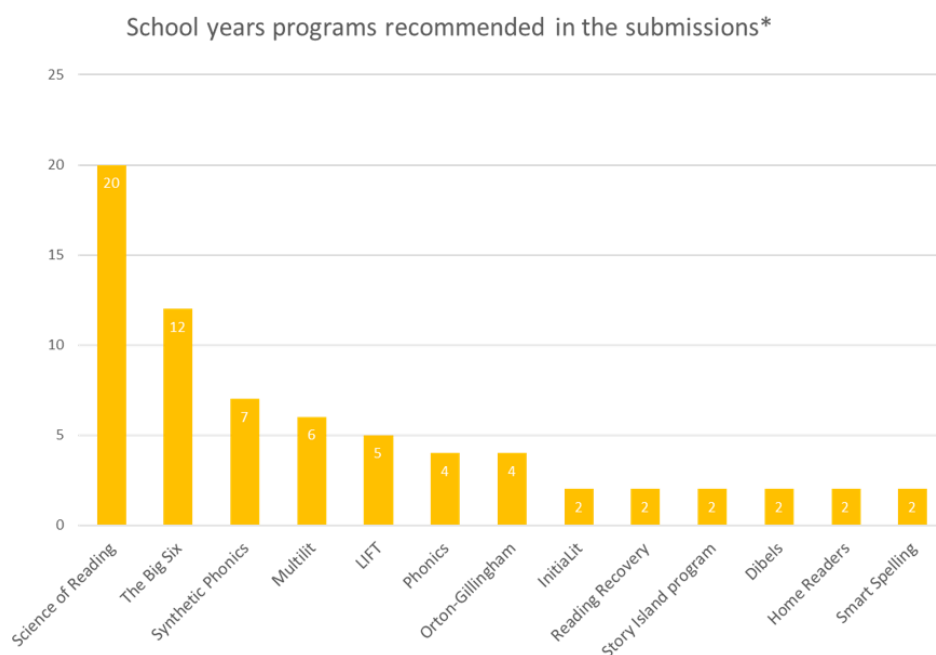
- *Community level*: this includes schools, parents, playgroups, libraries.
- *Service level*: this refers to, but is not limited to, initiatives and programs, departments, and allied health.
- *Family level*: the caregivers and home context.

Programs and Initiatives: School Years (age 6-18)

Science of Reading was a commonly suggested program. Respondents recommending Science of Reading were most likely to be from the Catholic School Sector.

However, DoE's submission contained a critique of Science of Reading (p. 25) that it "does not yet speak to what to teach, when, how and for whom at a level that is useful to teachers" (Seidenberg et al., 2020).

Note: Science of Reading is a broad approach that may include phonics. There is therefore some overlap between programs recommended in the submissions.



Supports

Submissions to the consultation pointed to the important continuation of supports for literacy from foundations across the school years as including:

Community level (schools, playgroups, parents, libraries)

- Educating parents and wider community about importance of literacy.
- Early identification of literacy issues and supports and sustained access to allied health and supports to address literacy issues across the lifespan of learning.
- Literacy tutors and teacher assistants in the classroom.

Service level (initiatives and programs, departments, allied health)

- Providing access to high quality learning opportunities throughout all schooling.
- Linking students with allied health support to address learning needs.

Family level (caregivers and home context)

- Cultivating a love of learning.
- Parents modelling enjoyment of reading.

Barriers

Community Level

- Phonics education not sufficiently valued across the school years.
- Inconsistency of programs across key transition points such as from primary to secondary school.
- Lack of awareness among parents and wider community about importance of literacy.
- Complexity of disadvantage means it is hard to address early literacy issue even when aware of them.
- Teenagers 'slip through the cracks' and disengage from learning.

Service Level

- More focus needed on literacy programs for students in the 13-16-year-old age group.
- Difficulties linking students with allied health supports.
- Limitations on teacher ability to differentiate learning in the classroom in response to individual learning needs.
- Lack of specialised allied health literacy support.
- Lack of professional learning opportunities for educators to support diverse literacy learners.

Family Level

- Parent/carer's own literacy.
- Parent/carers need help supporting child's learning
- Accessing funding for support (i.e., NDIS).

- Parents need information to know what supports are available and how to establish contact with services and school.
- Access to school.

Suggestions

Community level

- Educating parents and wider community about importance of literacy.
- Cultivating a love of learning and encouraging students to engage with reading and writing that they enjoy.
- Continual support for students' learning needs
- Increase funding for early learning literacy services and programs, including early interventions (i.e., ECIS).
- Recognise how socioeconomic context impacts on learning.
- Increase access to allied health services to support students' literacy development
- Provide better assistance for students with disabilities to support their individualised learning needs.

Early teens through to adults seem to be really falling behind in literacy skills. I think that there are probably several reasons for this: 1. Peer pressure/guilt - many teens and adults don't think it's 'cool' to attend extra literacy classes and/or may feel ashamed about admitting that they have difficulties... extra curricula literacy classes need to be made more accessible and enjoyable but with definite goals set by tutors and achieved by students.

- Individual respondent

Service level

- Provide greater access to early learning services.
- Increase access to allied health professionals to assist with learning including funding for families and students (as well as advertising available opportunities).
- Ensure educators are upskilled to assist diverse learning needs.

Family level

- Provide information to families about how to support their children's literacy development.
- Education that happens in everyday life is a valuable 'hook' for students at risk of disengaging.
- Support the age specific ways in which students learn.

The gap is meeting the needs of students in secondary schools as they need to become complex thinkers and use comprehension strategies for the development of conceptual thinking.

- Individual respondent

Implications Drawn from the Findings

1. Ensure students have continued access to allied health and other supports to assist with learning.
2. Develop consistency of allied health and learning access support across key schooling transition points.
3. Recognise the different context of teenage learners, and the risk to literacy posed by disengagement from learning.
4. Assist students to transition to the workforce with targeted literacy campaigns.
5. Fund individualised learning supports for students with disabilities including upskilling educators with relevant professional learning.

Speech pathologists play a pivotal role in the educational team and the and in in prevention, identification, and management of literacy difficulties.

Current best practice speech pathology services in education settings are collaborative and organised across all tiers of a multi-tiered framework.

- Speech Pathology Australia

Section 4 – Workforce

Supports and Suggestions

Three areas received most comment in the submissions:

1. Provision of more school staff specialising in literacy and more support staff and volunteers in classrooms (suggested in over 30 submissions).
2. Provision of support and guidance for teachers, including ensuring sufficient time to prepare and measuring confidence and wellbeing. (suggested in approx. 18 submissions).
3. Greater provision of specialists in schools, e.g., Speech Therapists, Literacy Specialists, Occupational Therapists (suggested in approx. 13 submissions).

Other suggestions:

- More investment in school and community libraries (Libraries Tasmania).
- Smaller class sizes with a higher ratio of staff to students.
- Whole school approaches, consistent and clear vision and goals.
- Recognise teacher expertise/complexity and situation dependence of learning and support schools to address literacy issues in local context rather than relying only on commercial programs.
- Allow time for DoE Literacy Framework to have an impact.
- Teacher job sharing to allow classes access to teachers with different teaching strengths.

At the school level teachers make the most difference – not the school – or the syllabus – or the program. (Hattie, 2009). Support for high quality, ongoing teacher professional learning - building pedagogical content knowledge – understanding of how children learn, how to support diverse needs, how to articulate what they are doing and why to the community and their colleagues.

- Mackenzie, Charles Sturt University

Initial Teacher Education:

The most commonly mentioned suggestions for initial teacher education were:

- a need for specific training in literacy programs;
- training in evidence-based approaches; and,
- practical training in schools.

Other suggestions included raising the ATAR/entry standards for teaching degrees; increasing the length of post-graduate education degrees; and requiring a high score on the literacy and numeracy test for beginning teachers.

What could make it easier?: Teaching staff need to be trained in Specific Learning Differences to enable them to recognise it and deal with it as early as possible. My daughter is intelligent and very social, it is only the learning difficulties that were ignored that has had a big impact on her confidence as a learner.

- Parent/Carer

Professional Learning:

The most commonly mentioned suggestions for teacher professional learning were:

- Training in specific programs or approaches, such as Science of Reading.
- More considered approaches to professional learning, such as Professional Learning Communities.
- Better information about and more opportunities for professional learning, also school based.

Other suggestions included ensuring support for teachers to engage with professional learning; better resources for educating teachers; training in broader issues, such as Specific Learning Disorders; and collaboration and sharing between sectors/areas (e.g., support schools and mainstream schools, schools and community).

A greater focus on valuing teaching as a practice and less about administering programs. The focus should be on pedagogical development and a shared understanding of what is considered best practice by research; instead of learning how to implement a program.

- ALEA State Director and Local Council Presidents

Implications from the Findings

1. There is a great deal of support for provision of dedicated positions in schools for literacy specialists as well as incentives for teachers to specialise in evidence-based approaches to literacy education.
2. Other supports in the classroom are also seen as important, such as Teacher Assistants and/or volunteers with adequate support and guidance. These supports are likely to enable teachers to differentiate their teaching more effectively.
3. The issue of access to professionals such as Speech Therapists impacts access of students to timely assessment, diagnosis and support and also to professional guidance for teachers working with students in the classroom.

The early education and care sector (ECEC) has critical workforce shortages and retention issues which make building enduring relationships with, and providing consistent support for, families a challenge. Educators in the sector work long contact hours and non-contact time is barely sufficient for curriculum planning with no time for additional tasks such as family support. Families themselves are time poor, rushing to and from work, leaving little time for in-depth conversation with educators. It might be possible to develop a set of quality-assured concise literacy 'tip sheets' to be shared with families through existing information technology platforms. However, this would come a poor second to face-to-face conversation between educator and family.

- Early Childhood Australia (Tasmania Branch)

Section 5 – Partnerships

Supports

For my son to learn to talk, read and write, all hands-on deck was required - a collaborative network of family, teachers, therapist and friends all working together.

Organisational level

- 26TEN
Communities/Network/Employer grants program - partnering in literacy development with communities and organisations.
- Libraries Tasmania (adult literacy service) partnering with Risdon Prison and Community Corrections.
- Working Together program.

School level

- Partnerships between schools and communities, for example:
 - Teachers working in partnership with the specific learning areas ('part of the ARACY pilot project, would be great if they could go further than the 10 schools').
 - Collaboration between support school and local schools to share literacy practices and resources.

Community level

- Community organisations partnering with schools and communities, for example:
 - Salvation Army - Card buddies - intergenerational project with Primary School children and aged care residents writing letters and cards to each other.
 - Community cooking projects (i.e., Salvation Army; Waverley Community Skills Cafes project).

In 2020, I saw a glimpse of what is possible when needs-based therapy and explicit educational instruction are embedded into both the home and the learning environment at the intensity required... Collaboration, consistency in approaches, systematic and explicit skill building in speech, language and literacy is what will enable Rory to fulfil his potential.

- Parent/carer

Barriers and Suggestions

Barriers

- Collaboration between speech pathologists and educators for early years learners is challenging when many schools don't have a speech pathologist.
- There are insufficient allied health professionals.
- Families are unaware of some of the programs available to assist.
- There is not sufficient coordination of the different services and programs.
- Educators and services sometimes hold back information for fear of breaking Privacy laws.

Suggestions

School level

- Increase collaboration between all education sectors.
- Foster stronger partnerships between parents/carers and schools.
- High school students and teaching staff could be engaged in early learning programs in a way that benefits both cohorts of students, especially from performing arts, creative and literacy perspectives.

Organisation level

- Show short films on literacy in Neighbourhood Houses, libraries, in waiting rooms in other Government departments, local councils.
- Stronger partnerships with health sector organisations (including Allied Health) that are proactive rather than reactive.

Community level

- There should be a collaborative approach considering early literacy skills develop from birth, not from school.
- Improve communication of existing literacy opportunities with families, community groups and organisations.
- Encourage literacy volunteers in communities.
- Leverage community literacy resources through hubs such as schools, libraries, bookshops, writing organizations and festivals.
- Rally the media as an ally, to campaign and raise awareness of the importance speaking and listening, writing and reading.

Expertise exists in the community that should be harnessed in education contexts, to break down barriers between education as 'an institution' and community as 'the real world'. To do this, more support is needed in schools to establish connections with community members and organisations.

- Education for Sustainability Tasmania

Implications Drawn from the Findings

1. There should be increased efforts to promote and connect existing services and leverage collective community-wide efforts.
2. Forming, growing and sustaining partnerships between schools, families, communities and organisations requires resourcing and commitment to shared goals and takes time.
3. There are emerging examples of community led or co-designed partnerships that offer valuable ideas, insights and models that could be taken up in other Tasmanian communities (adapted in locally relevant ways).
4. Currently partnerships is an area that would benefit from further expertise-sharing – for example, inviting communities to share insights from successful practices (such as the Burnie Works example below).

Insights from the consultation

Burnie Works work with many local organisations and community members to support initiatives of interest to the community in areas including children, youth and families, education, and employment.

A current Burnie Works initiative in partnership with the local Launch Into Learning teams, the families stakeholder group and Communities For Children is the **Books In Homes program** which we began to roll out in term 3 in 2021.

Books in Homes is a national charitable organisation, that supports the development of a love of reading by providing 3 books of choice per term to children and families. The program operates from early years through to year 6 in funded schools. Families develop a library of books, normalising reading at home and a foundation for developing literacy skills while building excitement about books. The program includes additional Caught being Good books, and chosen books come with a name label in a book bag. The program can be adapted to the needs of communities, enabling it to be linked with community volunteers, organisations, and a range of learning activities.

Burnie Works

Section 6 – Equity

Supports and Suggestions

Supports

- Pre-school and early years programs are working well, e.g., LIFT.
- Funding to attend pre-school/childcare is available for some families.

Suggestions

Families

- Incentives for low-literacy parents to engage with services.
- Better communication with low-literacy families.
- Provision of more programs and service collaborations to provide support for adults and children (e.g., childcare, transport).

Schools and libraries

- Incentives for teachers to work in CALD and low-income areas.
- Centre for dyslexia/SLD support.
- Cultural awareness and competence training for teachers and school staff.
- Every child has a library access card.
- Where no libraries exist, use other community spaces for pre-school literacy programs.

General

- Good identification of vulnerabilities/access to programs.
- Visits by specialists to rural areas.
- Free resources to support literacy, e.g., books.
- Explicit targeting of disadvantaged groups across lifespan and program evaluations to ensure effectiveness.

Salvation Army supports:

The STeP123 Literacy program is available across all of The Salvation Army's (TSA) social programs to identify vulnerable people with literacy issues. TSA Social programs include Doorways Centres, Doorways to Parenting, Prison Programs, The Bridge, McCombe House. STeP123 also cooperates with neighbourhood houses and community groups across Tasmania, with new and established networks and partnerships across all service providers and not for profit organisations.

Barriers

A concerning gender gap also exists. Over half of year 9 male students (52.7%) did not exceed the expected standard for writing compared with a third (32.4%) of female students.

- Tasmanian Literacy Alliance

Access

- Availability of Speech Pathologists, Occupational Therapists, Paediatricians and other services in regional areas.
- Access to support and funding for diagnostic assessments and for applying for NDIS funding.
- Availability and accessibility of literacy-supporting activities, internet, and libraries for families in regional areas or belonging to minority groups.

Other barriers

- Although early years are relatively well-supported in literacy, older age-groups require equal attention.
- Language and culture, e.g., over-insistence on culturally dependent literacy approaches, such as phonics.
- Cultural stigma around literacy.

Broader issues

- Health, safety, and wellbeing, particularly related to families living in poverty.
- Lack of flexibility in systems supporting low-SES families that impacts parents and carers as early educators, e.g., Centrelink, housing crisis.

My experience as a person whom English is the second language is probably not something you are looking for, but I know the challenge of whom don't have confidence in reading and writing skills. It creates barrier to social participation, limits access to information you need, and affects your career and wellbeing. Unfortunately, people who teach literacy and numeracy skills to adult students not always understand such challenges we have and result in their support a bit pointless.

- Lived Experience survey respondent

Implications Drawn from the Findings

1. Access to professional guidance and practical information is a major problem, particularly for low-SES and low-literacy families. Addressing availability of specialists for assessment, diagnosis and ongoing support is essential. In addition, practical information to help families in understanding and working with professionals would be helpful.
2. There is a gap in explicit literacy support for older age groups. Access to literacy education and guidance at all stages of life supports family literacy and those who do not receive an early diagnosis.

Insights from the consultation

There is no dedicated, multi-disciplinary centre for dyslexia/SLDs in Tasmania. Services are dispersed, disparate and stretched and families struggle to know where to go or who to trust.

There is no NDIS or Medicare funding available.

Wait times for assessments in DoE are 1-3 years. Remediation is not evidence-based and rarely available for Tier 2 or 3.

Where available, private services are not financially accessible to most Tasmanian families. Assessments cost around \$1,200 - \$1,600. Private remediation costs between \$80 - \$160 per hour and quality intervention requires 2-3 hours per week for an extended period of time. Needs-based funding does not appear to be available for the teaching of reading at Tier 2 or 3, but focuses on accommodations.

- Square Pegs.

Section 7 – Consistency

Supports and Barriers

Collaboration across systems and sectors

Cross system

- Have common goals for literacy in Tasmania and using common language.
- Improve coordination between organisations (i.e., 26TEN, UTAS, CFLCs, schools, ECEC services, support schools, TCAL, TasTAFE, Libraries Tasmania, DoE, councils, CHaPs).

There are opportunities for closer liaison between schools and community organisations such as Child Health and Parenting Services so that issues that may affect learning such as oral language delay are communicated and can be responded to quickly when a child starts school.

- Individual respondent

Cross Sector

- Develop working party groups between support schools and mainstream schools for consistent literacy assessment and programming for students with disabilities.
- Share expertise and resource across the government, Catholic and Independent school sectors (e.g., establish cross-sector institute for professional learning).

Cross Level

- Have playgroups in schools to enable children and parents to become familiar with school environment.
- Overcome disconnect between university research and schools.

Barriers

- Government, Catholic and Independent schools working in silos.
- More teaching support is needed for children with literacy difficulties.
- Schools need funding for literacy resources such as decodable texts.
- Understand that people have financial pressures that means learners must prioritise rent and basic living over learning.

Create partnerships between educators in ECEC services and early childhood teachers to provide synchronised outreach programs in support of vulnerable families.

- ECA Tasmania.

Suggestions

Adopt consistent state-wide approaches to literacy learning and provide more information about what literacy support is available.

- Collective impact approach: connect existing literacy services and leverage collective effort.
- Better coordination of Tasmanian Government literacy strategies (organisational mapping is a good opportunity for addressing inconsistencies and avoiding duplication).
- System-wide school-wide whole of education support/training for supporting literacy learning
- System-wide school-wide support/training for supporting literacy learning for students with learning disabilities.
- Any new initiatives need to link with existing ones.
- Compulsory year 1 phonics check; structured synthetic phonics plus teacher training and resources.
- Alternative approaches for adolescents who find it hard to learn in a classroom setting.

There is an opportunity to better integrate and connect the efforts of existing literacy programs and services and leverage community-wide collective action. We recommend that the community-wide framework identify the pathways for literacy across all stages of life in a way that is integrated and collaborative for the benefit of both learners and practitioners.

- 26TEN

Libraries

- Identify the place of Libraries Tasmania in the long-term policy framework for the education sector.
- There were calls across all types of submissions for more funding and support for libraries and library staff in schools.

Implications Drawn from the Findings

1. Develop whole of system support for literacy learning
2. Take a collective approach (i.e. collective impact) to improving literacy learning coordination and linkages between sectors, organisations, services, programs and initiatives.
3. Fund additional resources and support for literacy learning.
4. Increase access to early assessment and diagnosis (allied health) services to support literacy development for learners with disabilities.

Section 8 – Adult Learners

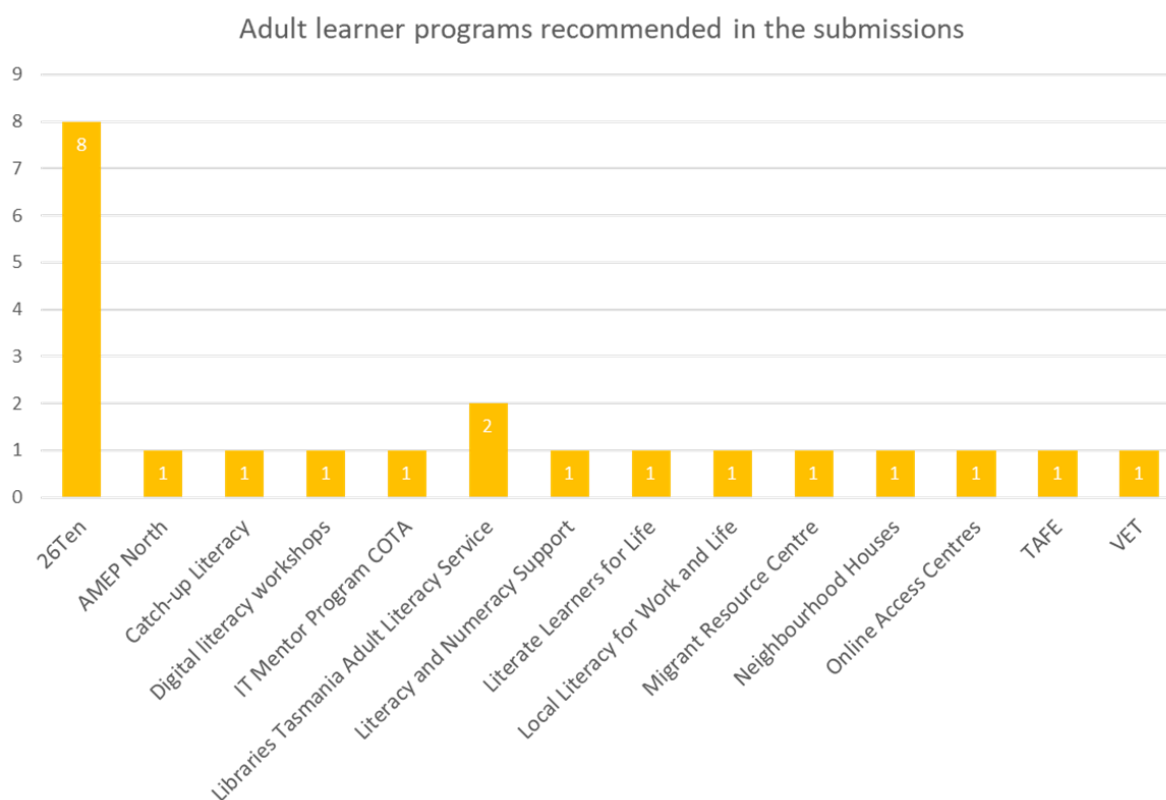
Programs and Initiatives

26Ten was the most commonly mentioned adult literacy program.

Literacy programs that support ESL learning for adults were commonly critiqued as a gap in the consultation paper.

There was little representation from submissions of the importance of TAFE or VET programs to adult literacy.

Although digital literacies are identified as a future scope of the Literacy Taskforce, digital literacies were noted as important for adult learners.



Supports

Submissions to the consultation pointed to the importance of supports for adult literacy as including:

Community level

- There is a need to enhance collaborative partnerships between stakeholders. Libraries Tasmania and 26TEN are an example of where this is done well.
- Importance of trained providers and volunteers to assist with adult literacy.

Service level

- Libraries Tasmania is a central hub for adult literacy services in Tasmania
- 26TEN are a key stakeholder, working collaboratively with systems like Libraries Tasmania to develop, monitor and assess adult literacy programs.
- English Language Groups such as Adult Migrant English Program (AMEP)

Access level

- Increased flexible learning opportunities.

I learnt to read aloud by reading to my children every night, I got better at writing through writing books with them as little pre-schoolers who had lots of stories to tell. Trying to help them become competent language users has been hugely beneficial to my confidence, life, and work in education.

- Lived Experience respondent

Barriers

Community level

- Widespread adult illiteracy.
- Regional and rural centres have reduced access to community supports.

Service level

- The absence of a consistent framework for curriculum, monitoring, and assessment.
- An overreliance on VET to 'catch up' adults' literacy needs.
- Measuring success of programs after a short amount of time.
- Lack of understanding of adult literacy programs in the justice system.

Access level

- Accessing adult literacy services while also working or caring was identified as a barrier.
- Stigma impacts on adults accessing literacy services.
- Respondents acknowledged the link between socioeconomic status, low literacy, and ability to access adult literacy offerings.
- Provide age relevant opportunities and ensure accessibility is tailored to cohort. For example, older adult learners need different supports to younger adult learners.

Older people with poor literacy/numeracy skills need to be able to navigate for example, aged care programs, ACAT, Centrelink and may not have family members to assist. They may lack IT literacy skills.

- Individual respondent

Suggestions

Community level

- Embed non-formal adult literacy learning opportunities in the wider community.
- Streamline referral pathways.
- Promote positive success stories.
- Enhance advertising of available programs on multiple channels to ensure opportunities reach 'hard to access' groups and individuals.
- Adult literacy concerns begin in school, and there is opportunity to increase collaboration between teachers and parents/carers to identify learning needs early on.
- Enhance literacy offerings in the justice system (Risdon Prison and youth justice).

Service level

- Enhance public knowledge of opportunities to become an adult literacy tutor.
- Enhance collaboration between different stakeholders to promote partnerships.
- Extend offerings at Risdon Prison included monitoring of current programs.

Access level

- Increase offerings for adult literacy support after hours.
- Enable adult literacy practitioners to enter the workplace to assist learning at work.
- Expand offerings to include opportunities for digital literacy for older persons.
- Establish after school literacy programs to support students with low literacy transitioning from school to the workforce.

Adult learners need help at a time and place that suits them, in a supportive environment. They need practical help with barriers such as transport, childcare and other types of care, and loss of income from time off work. Supports are needed for the range of socio-economic factors that may determine a person's literacy and their ability to focus on learning. These include poverty and disadvantage, health status, learning difficulties, housing and educational attainment. There needs to be effective ways to refer people between all the services that respond to these factors.

- 26TEN

Implications Drawn from the Findings

1. Children and young peoples' literacy is improved when adult literacy is improved.
2. The bulk of adult literacy initiatives rely on work done by 26TEN and Libraries Tasmania.
3. Adult English language programs are underrepresented in the submissions despite being a key site of adult learning.
4. Submissions suggest a need for greater outreach to adults where they are, including literacy opportunities in workplaces and in community.
5. Initiatives need to recognise adult learners are often also juggling work and caring opportunities.
6. There is opportunity to support students with low literacy levels transitioning from school to the workforce
7. Tailor adult learning opportunities to the adult learners' context i.e., different approaches are needed for younger adults and older adults.

There is an opportunity to better integrate and connect the efforts of existing literacy programs and services and leverage community-wide collective action. We recommend that the community-wide collective action. We recommend that the community-wide framework identify the pathways for literacy across all stages of life in a way that is integrated and collaborative for the benefit of both learners and practitioners.

- 26Ten

Section 9 - Public Sentiment and Lived Experience

Facebook Comments

Common theme: 10% of respondents recommended more funding to literacy goals, education in general, and public schools in particular.

Theme 1: Teachers

1. We need more teachers, some as literacy specialists, and smaller class sizes.
2. Teachers need better support:
 - a. More preparation time.
 - b. More teacher aides, literacy assistants, librarians and (adequately supported) volunteers.
3. Teachers need more professional development, particularly for literacy approaches.
4. Teachers need better initial training, particularly for literacy approaches.

Theme 2: Parents and Home Environment

1. Encourage reading at home, especially reading to children.
2. Support literacy of parents and encourage parents to model enjoyment of reading.
3. Time dedicated to non-screen activities, such as a family meal-time, activities and games.

Theme 3: Supports

1. Early testing and diagnosis.
2. Effective and timely assessment.
3. Effective and timely provision of appropriate support.

Theme 4: Ideas Related to Education

1. Effective testing.
2. Reducing access to technology.
3. Returning to how things were done before (e.g., “the three ‘R’s’”).
4. Greater focus on literacy and numeracy in the curriculum.
5. Consistency across schools.
6. Acknowledging and supporting different kinds of learners.

Lived Experience Survey

What helps or would have helped you learn to read and write?

- One-to-one tutoring.
- Early recognition and support.
- Resilience, perseverance.
- Technological supports.
- Parents and Carers suggest:
 - Time and skills to support children.
 - Reading to children.
 - Being supportive and encouraging.
 - Books in the home, book sharing.
 - Awareness of different needs for different children.
 - More teacher time, more empathy and support.
 - Teacher training.

I didn't know how to read some words, and I had to keep on guessing them. I didn't know how to work out what they were. Now with help I understand how to work out a new word.

- Lived experience survey respondent.

Personal Experiences of Literacy Education

- Hiding inabilities and difficulties at school.
- Being tested and treated as different/unintelligent.
- Feeling misunderstood at school.
- Parents didn't have time to help me.

Felt like I started school strong but lots of bad experiences led to me disengaging. It could have been a different story if I was encouraged and supported.

- Lived experience survey respondent.

Section 10 – Targets and Measures

Be aware that the phonics check is not a vocabulary check or a check of ability to read and comprehend. Consider ways of noticing the growth in learner's vocabulary (quality formative assessment) through noticing language they use both orally, in written text and comprehension when reading.

- Foundation for Teaching and Learning

Targets: Suggestions

Literacy targets – Adults

- Target for adults to achieve ACSF level 3 or above for functional literacy.
- Attainment of workplace literacy and numeracy skills.
- Use quantitative and qualitative data to measure progress (including learner stories and targets towards their own goals).
- Conduct Tasmanian population-wide survey of adult literacy skills (since Australia has downscaled involvement in 2022 PIACC).
- Consider interstate measures (such as OLNA in WA).

Literacy targets – Early Years

- Increasing the number of children in Tasmania who are read to at home regularly.
- Targets for parental literacy skills.
- Longitudinal study of literacy progress of families with children from age 3-6.

Literacy targets – School

- Early assessment of students when they enter primary school - screening for word/sound knowledge/print awareness; Yr 1 Phonics check.
- Continue with existing literacy instruments (phonics checks, spelling checks, reading checks) i.e., NAPLAN data, PAT data, PM reader, PIRLS.
- ACARA literacy progressions.
- Use running record data to track reading (but others viewed running records as an outdated practice).
- Science of reading aligned targets: i.e., that measure phonological awareness (PASP), decoding skills, reading rate and fluency, oral language and writing effectiveness, tracking Big 6 over time.
- Age-appropriate levelled reading.
- Achieve pass grade in Yr12 English - every student leaving school with a functional level of literacy.

Other targets

- Reduction of percentage of children on the AEDC vulnerability measures
- Improvement on Kindergarten Development Checks.
- Improvement on international evaluations such as PISA and PIRLS.

Barriers

- Over-collection of data is a hindrance for educators.
- There are limits to point-in-time assessment and ongoing assessment may better capture literacy levels.
- Testing needs to recognize socioeconomic barriers to engagement with learning.
- Data tracking that encourages benchmarking offers a limited view of literacy.

Increasing the testing, mandating phonetic approaches, micromanaging our teachers, and intensifying the accountabilities will not engage our learners, nor be an attractive prospect for high performing teachers or creative leaders and is clearly not in the best interest of students or staffs' wellbeing. Submission from Educator

- Reynolds Smith.

Implications Drawn from Findings

1. The suggested targets and measures appeared to align with respondents' preferred approaches to teaching literacy.
 - a. Science of Reading advocates called for greater emphasis on targets and measures relating to phonological awareness.
 - b. Respondents supportive of broader views of literacy suggested mandatory testing was out of step with interpretation of literacy in the consultation.
2. Planning the evaluation of the community-wide Literacy Framework needs to be considered from the beginning of the process. Tools such as the AERO 'evidence for policy makers' rubric may help evaluate the effectiveness of new/existing policy, program or practice.
3. Suggestions included beginning with a clear Theory of Change setting out key assumptions and monitor fidelity and quality of implementation at a local level.

NAPLAN, PAT, reading level monitoring such as PM testing are already widespread. We have enough measures. Targets are useless unless the resources are available in the community and schools to achieve them. Targets mean nothing to the individual learner. They need to have their individual needs met.

- Community survey response

Section 11 - General Implications

1. Supports for children and young people and their families
 - Practical information and guidance in plain English.
 - Early assessment & diagnosis.
 - Investment in making allied specialists more available, such as speech pathologists and occupational therapists.
 - Paying particular attention to transition points, such as from CFLC to school, or from school to work.
 - Investing in adult literacy, because that also supports children's literacy.
 - Early assessment can help diagnose struggling students and support them to catch up before the gap is too great.
2. Supports for schools
 - Professional learning for all staff, such as in relation to students with language related disabilities.
 - Providing staff with specialist literacy expertise in every school.
 - Purposeful engagement of Teacher Assistants and volunteers in classrooms.
 - Help schools negotiate perspectives on approaches, targets and measures promoted by different advocacy groups.
3. Support in & across communities
 - Pro-active outreach to people (at any age) who would benefit from literacy support.
 - Connect and promote existing and new literacy initiatives.
 - Share expertise.
 - Collective, state-wide approach.
4. Recognise different contexts
 - Attend to different needs depending on age and developmental stage, e.g., teenagers, younger versus older adults.
 - Recognise different regional and local contexts.
 - Take into account the range of other pressures people face, for example juggling family and work, to adjust the ways in which literacy programs are offered.
 - Targets and measures need to be adjusted to suit different cohorts and contexts.
 - Evaluation, based on a sound Theory of Change, needs to be built into the Literacy Framework from the start.

Section 12 – Appendices

These tables indicate the broad range of programs mentioned in relation to the Early Years

* Denotes where a submission explicitly mentions that the corresponding program has been evaluated.

Programs, Initiatives and Concepts: The Early Years

| Name | Count |
|-------------------------------------------|-------|
| Adaptive Kindergarten Development | 1 |
| Baby Play* | 1 |
| Bush Kinder* | 1 |
| Card Buddies (STEP123) | 1 |
| CFLCs | 8 |
| Child Care Centres | 1 |
| DoE Great Start | 1 |
| Early Childhood Educators of Tasmania | 1 |
| Early Learning Languages Australia (ELLA) | 1 |
| ECIS | 5 |
| Family Day Care Providers | 1 |
| First 1000 Days | 3 |
| Flying start programs | 2 |
| HIPPY | 3 |
| Launch into Learning | 11 |
| Let's Talk | 1 |
| Little Learners Love Literacy | 1 |
| Little Wandle's Letters and Sounds | 1 |
| Look Who's Talking* | 2 |
| Mrs Wordsmith Blah Blah Blah Game | 1 |
| Playgroup Tasmania | 1 |
| Raising Literacy Australia | 1 |
| Reading Bug | 1 |
| Reading Egg | 1 |
| Reading Together | 1 |

| Name | Count |
|-------------------------------------------|-------|
| Rock and Rhyme | 6 |
| Speech and Language Development Australia | 1 |
| St Giles Playgroups | 1 |
| Start Smart | 1 |
| Story Dogs | 1 |
| Storytime (Libraries Tasmania)* | 1 |
| The Basics | 2 |
| Tim and Pip decodable readers | 1 |
| Working Together | 1 |

Programs, Initiatives and Concepts: The School Years

| Name | Count |
|-----------------------------------------|-------|
| Acadience | 1 |
| Alphablocks | 1 |
| Bernard Cohen's the Writing Workshop | 1 |
| Break through tutorial | 1 |
| Catch Up Learning* | 1 |
| Chris Topfer's Spelling Inquiry | 1 |
| CLICKER | 1 |
| Daily reading books | 1 |
| David Kilpatrick Phonological Awareness | 1 |
| DIBELS | 2 |
| DoE Phonics Scope and Sequence | 1 |
| Early Years Learning Framework | 1 |
| ESL Support | 1 |
| Family Food Patch | 1 |
| Five from Five | 1 |
| Fluency Flyers* | 2 |
| Flying Start | 1 |

| Name | Count |
|--------------------------------------------|-------|
| Gifted Learning Plans | 1 |
| Grammarly | 1 |
| Greater than Garlic | 1 |
| Healthy Eating and Food Literacy | 1 |
| Heggerty Phonological Awareness | 2 |
| HelloTas! | 1 |
| Home Readers | 2 |
| Independent Kids Handwriting Program | 1 |
| Indigenous models of teaching | 1 |
| InitialLit | 2 |
| Name | Count |
| Jolly Phonics | 1 |
| Kitchen ABC/123'9 | 1 |
| LIFT | 5 |
| Little Learners Love Literacy | 1 |
| Macquarie Reading and Tutoring Program | 1 |
| Magic 100 words | 1 |
| MaqLit | 1 |
| Misty Adoniou | 1 |
| Moon Dog decodable readers | 1 |
| Multilit | 6 |
| Multi-Sensory Structured Language Approach | 1 |
| Noella MacKenzie | 1 |
| Organic Reading | 1 |
| Orton-Gillingham | 4 |
| Out Teach Mobile Education Service | 1 |
| Phonics | 5 |
| Phonics Check | 1 |
| Premier's Reading Challenge | 1 |

| Name | Count |
|-----------------------------------------|-------|
| PROBE | 1 |
| Read Write Inc | 1 |
| Read3 | 1 |
| Reading Doctor | 1 |
| Reading Recovery | 2 |
| Reading Rope | 1 |
| Readucate | 1 |
| Reggio Emilia Approach | 1 |
| Running Records | 1 |
| Name | Count |
| School Food Matters | 1 |
| Schools Success Stories | 1 |
| Science of Reading | 20 |
| Simple View of Reading | 1 |
| Smart Spelling | 2 |
| SmartFood | 1 |
| Sound Swap Word Game | 1 |
| Sounds Write | 1 |
| Soundwaves | 1 |
| Southern Phonological Awareness Testing | 1 |
| SPA Reading | 1 |
| Spalding Method | 1 |
| Spelfabet | 1 |
| SPELLD | 1 |
| Stories under kunanyi | 1 |
| Story Circles | 1 |
| Story Dogs | 1 |
| Story Island program | 2 |
| StoryWalk | 1 |

| Name | Count |
|-----------------------------------------|-------|
| Synthetic Phonics | 7 |
| Talk for Writing | 1 |
| The 3 R's | 1 |
| The Big Six | 12 |
| The Five Essential Elements of Literacy | 1 |
| The Simple View of Reading | 1 |
| The Story Island Project | 1 |
| Toe by Toe | 1 |
| Name | Count |
| Waldorf Style | 1 |
| Working Together | 1 |
| Writers Camps | 1 |

Programs, Initiatives and Concepts: The Adult Years

| Name | Count |
|-----------------------------------------------------------|-------|
| 26Ten* | 8 |
| Adult Migrant Education Program | 1 |
| Be Connected | 1 |
| Catch-up Literacy | 1 |
| Conversational English Groups* | 1 |
| Digital literacy workshops/programs (Libraries Tasmania)* | 2 |
| FiF – Filling in Forms | 1 |
| IT Mentor Program COTA | 1 |
| Libraries Tasmania Adult Literacy Service* | 2 |
| Library Services to the Risdon Prison Complex* | 1 |
| Literacy and Numeracy Support | 1 |
| Literate Learners for Life | 1 |
| Local Literacy for Work and Life | 1 |
| Migrant Resource Centre English Language Programs | 1 |

| | |
|-------------------------------------------|--|
| Neighbourhood Houses | |
| Online Access Centres | |
| Skills for Education and Employment (SEE) | |
| STePI23 | |
| TAFE | |
| VET | |