

Independent Schools Tasmania (IST) is deeply committed to improving literacy outcomes for all Tasmanian students. We celebrate that all independent schools across Tasmania provide unique pedagogical and philosophical offerings for their school communities. We support the deliberate implementation of teaching and learning frameworks, with exemplars including the Australian Curriculum, Steiner Education and the International Baccalaureate. IST employs several education consultants, listed below. Whilst each role is dedicated to specific aspects of educational support, representation and advocacy, all consultants at IST are committed to promoting and enhancing excellent literacy outcomes for all Tasmanian students.

Consultants

Chrissy Gamble – Deputy Executive Director

Mike Frost – VET Consultant

Trudy Ward – Education Consultant

Mark Seager – Early Years Consultant

Ruth Croser – Inclusive Education Consultant

Sarah Woodcock-Davis – Literacy Consultant

Key aspects of our work are:

- Provision of face-to-face consultancies, tailored professional learning sessions, briefings, group presentations, conference facilitation and instructional coaching
- Support for school-based projects to implement and embed evidence-based, whole class approaches to improve student outcomes in literacy
- Developing and leading school-based professional learning, sharing empirical research to support teachers to understand the acquisition of early reading, writing, and spelling skills
- Assisting schools to build data literacy skills, interpreting qualitative and quantitative data to inform teaching and learning
- Working in an instructional capacity to support Kinder to Year 12 classroom teachers
- Providing advice and guidance to schools to support students for whom English is an additional language
- Advice for schools to support students transitioning from school into the workplace, to ensure they have the literacy skills needed to flourish in their chosen future pathways
- Providing advice and professional learning opportunities for schools to support students with additional needs, including those identified as gifted and talented

Exemplars of how these aspects translate to practice include professional learning sessions over that past year on the following:

- Early Years Literacy Essentials: *The Science of Reading*
- The role of Phonological Awareness in reading success
- Introduction to the Science of Reading K-12
- Unpacking the Big 6 of Reading
- Jocelyn Seamer – ‘*Reimagining the Literacy Block*’
- Whole school approaches to the teaching and learning of literacy (Kinder to Year 12)
- Scope and Sequence reviews for whole school literacy learning
- Regional writing moderation sessions
- Trauma and its impact on literacy
- Literacy and Numeracy Progressions
- Understanding NAPLAN and PAT data and how to use this information to improve literacy outcomes

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- Supporting new teachers: *What are evidence-based best practices that we know will drive literacy improvement for all students?*
- Inclusive practice learning: practical approaches to support students with specific learning challenges, such as Dyslexia, ADHD, Autism and processing difficulties