

25 March 2022

To members of the Literacy Advisory Panel:

Thank you for the opportunity to submit the following two comments for your consideration in the development of Tasmania's Community-wide Framework for lifting literacy. As a PhD research student studying literacy in Tasmania, I am pleased to be able to contribute to this very important effort. Please feel free to contact me for clarification as needed. Also, please note that I am making this submission in my private capacity.

1. In outlining the process of becoming literate, the 'Setting the Scene' paper focuses almost singularly on a child's/young person's journey towards literacy. Adults are mentioned only in the concluding sentence, which states that the literacy learning process for adults would be much the same as for children, 'with the approach contextualised appropriately' (pg 14). A discussion of what is meant by appropriate contextualisation would be very useful within the community-wide framework, as such clarification would help define the types of interventions that would be most helpful for an adult learner's journey in strengthening their literacy. Such clarification could include, for example, respecting and building upon an adult learner's existing experience with literacy, making literacy learning relevant to the adult learner's life (in terms of their current or future needs or aspirations), working through a partnership approach (with the learner), and incorporating multimodal learning approaches.

2. In spite of the many initiatives taking place in Tasmania, the 'Setting the Scene' list of existing literacy programs does not appear to include programs focussed holistically on the family/home unit. There are many initiatives focussed on early childhood education and development that engage families in playing with and reading to their children (Child and Family Learning Centres, LiL, Playgroups, The Smith Family, etc), but there does not appear to be a holistic family literacy/inter-generational literacy/two-generation literacy program in which the literacy learning needs of both children and their parents/adult carers would be addressed in a mutually supportive manner. Given the pivotal role that parents/adult carers play in the education and development of children in their earliest years (prior to school entry), it is imperative that parents with limited literacy skills be supported in their roles as their children's first teachers. International and national evidence suggests that this is best delivered through holistic strategies aimed at both generations. If such programs are currently not being delivered across Tasmania, they should be considered for inclusion in the community-wide framework for lifting literacy.

Yours sincerely,

Ingrid Stannard

PhD Research Student

