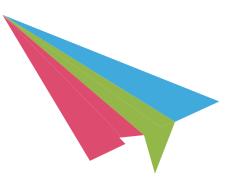
Lifting Literacy Framework



Goal: Lifting Literacy so that all Tasmanians can benefit from the social and economic benefits of literacy.

Overarching Principles

There is evidence-based structured (systematic and explicit) literacy teaching from early years to adulthood.

All Tasmanians have opportunities to access the support they need to

develop literacy skills.

consistency Individual at the centre

100 per cent functional literacy

Approaches to teaching literacy are underpinned by the large body of cognitive research on how

our brain learns to read and write.

Investment

There is long term investment in evidencebased approaches to lift literacy, based on delivering services at a scale and intensity proportionate to the degree of need.



Foundations for success



Workforce

Families

Educators put their learners at the centre

by understanding and responding to the

ecological contexts of those they teach.

Establishing or expanding effective initiatives that assist families understand and fulfill the foundational and ongoing influence on their children's literacy development is prioritised.

Partnerships / Systems

Trusted partnerships between educators, families and the community are developed and encouraged for ensuring high quality literacy teaching, and support.





Libraries

Libraries are positioned as pivotal community

centres for providing opportunities and supporting literacy development for Tasmanians of all ages.



The literacy workforce is provided with professional learning in evidence-based practices for literacy acquisition and development. Professional learning is underpinned by cognitive neuroscience as well as robust educational research on the most effective instructional practices for improving literacy.

All Tasmanians have access to structured (systematic and explicit) evidence-based literacy education that considers the learners' individual needs.

Early Years 0-4

- Provide accessible and practical information to families on how to encourage and support their child's language and literacy development.
- Maintain and promote a focus on the first 1,000 days of life as a a key foundation for future literacy success.
- Offer place-based early intervention and identification support for families.

School Years 5-17

- At all levels of schooling, the workforce is trained and supported to deliver evidence-based, structured (systematic and explicit) literacy instruction, aligned to the Australian Curriculum.
- Evidence-based structured literacy approaches are adopted and evaluated at classroom, school and sector levels.
- There is a focus on literacy development from foundational skills (e.g., decoding, spelling) through to higher-level literacy skills (e.g., reading comprehension, written expression).
- Students who need additional assistance in literacy are identified and supported throughout their school years.

Adult Years 18+

- Employers and tertiary education providers are enabled to support employees and learners to acquire or continue to develop their literacy skills.
- Promote opportunities for training and retention initiatives for the adult volunteer literacy workforce.

Whole of Community

- Everyone has a role in lifting literacy.
- Strengthen the community focus on the importance of literacy as everyone's business, including addressing stigma around low literacy.
- Embed evaluation in all initiatives to ensure focus and resources are directed to activities that work.
- Encourage partnerships between all levels of government, organisations, the literacy workforce, and broader community to align their strategies for better literacy outcomes..
- Address stigma around literacy and in accessing literacy support.

Milestone Targets for literacy achievement against the Framework – Birth to Adulthood

Early Years School Years Adult Years

Tasmanian children developmentally on track in the communication and language domains of the AEDC are equal to/ exceed the Australian average.

All students in their Preparatory (Prep) year of schooling will undertake an on-entry assessment to ascertain their literacy proficiency. All students entering year 7 will meet an expected PAT reading standard.

All Year 3, 5, 7, and 9 students will achieve at or exceed the 'strong' proficiency standard in NAPLAN.

All Year 12 students attain the Tasmanian Certificate of Education (TCE) or equivalent qualification.* All adults are meeting functional literacy levels.