

Literacy Community-wide Framework – Tasmania

Have your say!

Current Practice

1. What is currently working well to improve literacy?

Science of reading

A system wide approach to literacy, purchasing one program across the state and providing valuable professional learning to support teachers.

A staff member dedicated to support teachers with literacy in the school

Professional learning about the Science of Reading to inform teachers of why we are changing to this way of teaching and using decodables rather than predictive texts.

2. Do you know of a program or activity that supports literacy development in Tasmania?

Please give details, such as: Name of program, who facilitates, details, location, eligibility, has program been evaluated.

Heggerty phonemic awareness, online

<https://heggerty.org/>

teachers embraced this for 6 months last year and found it helpful and still refer to it for support

3. Referring to the organisational map on p.35.

Identify gaps –

EAL families require more support to develop oral language of both parents. Often the mum who stays at home does not develop their English language skills the same as the father who goes to work or study.

Educate new parents of the need to talk to their young children and babies, reduce screen time and read and talk to them to develop and enhance pre-language skills.

Identify opportunities –

More provision of mentor staff in schools for EAL students of similar or same cultural background or language to enhance opportunities for oral language development.

Identify supports that are needed –

A hub provided to inform teachers and school staff of whom to call for support with children and families of whom English is not their first language.

4. Measures and Targets

a. What measures and targets do you think are required for the community-wide framework?

Oral language skills
Parental literacy skills
Decoding skills
Communication and comprehension skills
Writing skills

b. Do you know of any sources of data (not listed on p.54) that track literacy rates or development in Tasmania?

No

c. Are there any additional measures that you believe are required to track the progress of the community-wide framework?

d. What short term (less than 3 years) and medium term (3-10 years) measurable targets across the lifespan do you consider important?

Short term –

To be able to compose and read your thoughts in written form and verbally communicate these to another person and comprehend their response.

Long Term –

To be able to complete Year 12 with a pass grade in English.