

In response to the Tasmania's Community Wide Framework, we wish to include the following contributions from some of our early years teachers.

An interview was conducted with 3 early career teachers into how we can support the quality of literacy teaching in Tasmania.

2 of these teachers completed the internship program at the school that they are currently working at. This provided them with a year of hands-on experience and opportunities to witness practical integrated literacy teaching.

1 of the early career teachers worked as a Teacher's Assistant prior to and during her university training. This also provided her with hands-on experience and opportunities to witness practical integrated literacy teaching.

Observations made by the early career teachers include:

- The University of Tasmania provides a range of broad educational theories around the teaching of literacy, including childhood development.
- Strategies for teaching literacy were limited to theories about broad pedagogies that could be applied to multiple discipline areas. They were not literacy specific and a large majority were not shown in practice.

The most beneficial and valued elements of University of Tasmania training include:

- Tutors, lecturers and unit coordinators with recent classroom experience and an ability to make clear connections between theory and current practice.
- Professional experience placements (including internship program)

Recommendations for further strengthening the training of pre-service and early years teachers in supporting them to become quality teachers of literacy:

- more balance between theory and practice, with real-life examples provided, including how to cater for differentiation
- more exposure to examples of sustained and sequenced learning, in order to see how the elements of a quality literacy program are put together in an integrated way.
- Strengthened relationships between schools and the university in order to develop greater opportunities for pre-service teachers to be in schools right through their degrees outside of professional experience placements to witness skilled teachers in practice
- Mentorship opportunities between preservice teachers and experienced teachers.
- The timing of the GTPA and final exams to be reviewed. These currently take place during the final placement for fourth year students. This significantly compromises and dilutes the possible impact and value that can be gained through the professional experience.