

## Feedback on Literacy Community-wide Framework – Tasmania

### 1. What is currently working well to improve literacy?

Science of reading as a new initiative in our school. From the initial assessments I have conducted across the early years in my school I can see that it will be beneficial for many of our struggling students, particularly students with Specific Learning Disorders in reading (formerly called dyslexia).

### 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.

Initialit - currently being rolled out across all Catholic schools in Tasmania for students from Kinder to Grade 2.

We use Soundwaves for years 3-6 using online resources to develop strong spelling skills. We use PM as a reading assessment and to determine recommendations for reading progress.

We use PROBE to assess reading at levels beyond Grade 6 standard - most of our Grade 4-6 students are beyond Grade 6 standard. Some of our Grade 2 and 3 students can already read beyond Grade 6 standard.

### 3. Referring to the organisational map

**Identify opportunities** – Some graduate teachers choose a university pathway whereby they complete a bachelor's degree in any field, then complete what is called a Master of Teaching but is really equivalent to what was once called a Diploma of Teaching. These 'teachers' have completed minimal training about how to actually teach things like reading, compared with graduates who have completed a 4 year degree about teaching. This dilutes the professional standards and knowledge of teaching and is unfair to the students who have a teacher fumbling (sometimes for years) trying to figure out how to do important skills, like teaching reading effectively.

**Identify supports that are needed** – Why is the Health section only for 0-4 years and then from 18+ ? Is it assumed that the Health services are provided by schools for the years between 4 and 18. We see huge time delays in being able to get children assessed by psychologists to inform where students need specific interventions. Sometimes this can take up to two years of lost learning time, by which time a student may have developed significant unhelpful behaviours towards literacy, in particular, as they realise their learning challenges as compared to their peers. More support for schools to help students with learning difficulties and disabilities could make such a huge difference in these young peoples' lives.