

Note: The sections in the Paper which are headed “What this tells us” will be the basis for the Panel’s recommendations.

Where questions are broken into life stages (early years, school years and adult years), you can provide responses to any or all life stages.

Please indicate clearly at the beginning of any responses you wish to remain confidential.

Unless indicated as confidential, responses will be treated as public information and published on our website. Please see the [Public Submissions Policy](#) for further information.

Name: Bronwyn Stow

Organisation: Retired teacher of English Years 7 – 12. 37 years in Catholic Education, preceded by six years with the DoE.

Question One: Are there any key themes we have not identified to improve literacy across:

The Early Years (0-4 years-old)

- I endorse and applaud the comprehensive report of the panel.
- I emphasise the power of reading, of writing, of comprehension, and of language learning.
- I encourage the development of critical use of technology, and of the concept that technology has a place, but that technology is under the control of the user, and not that the technology controls the user.

The School Years (5-17 years-old)

- I endorse and applaud the comprehensive report of the panel.
- I emphasise the power of reading, of writing, of comprehension, and of language learning.
- I encourage the development of critical use of technology, and of the concept that technology has a place, but that technology is under the control of the user, and not that the technology controls the user.

The Adult Years (18+ years-old)

- I endorse and applaud the comprehensive report of the panel.
- I emphasise the power of reading, of writing, of comprehension, and of language learning.
- I encourage the development of critical use of technology, and of the concept that technology has a place, but that technology is under the control of the user, and not that the technology controls the user.

Question Two: What are the three main things we should prioritise doing in:

The Early Years (0-4 years-old)

- Promote and prioritise reading.
- Promote and prioritise the development of controlled use of technology.
- Promote and prioritize the priority of face-to-learning over on-line learning.

The School Years (5-17 years-old)

- Promote and prioritise reading.
- Promote and prioritise the development of controlled use of technology.
- Promote and prioritize the priority of face-to-learning over on-line learning.

The Adult Years (18+ years-old)

- **Promote and prioritise reading.**
- **Promote and prioritise the development of controlled use of technology.**
- **Promote and prioritize the priority of face-to-learning over on-line learning. Yes, even for adults. Eg discussion groups; face-to-face tutorials etc.**

Question Three: Are there any data sets not considered in this paper that should be used to monitor literacy achievement in:

The Early Years (0-4 years-old)

Perhaps. I am delayed in responding and cannot contribute to this question.

The School Years (5-17 years-old)

Perhaps. I am delayed in responding and cannot contribute to this question.

The Adult Years (18+ years-old)

Perhaps. I am delayed in responding and cannot contribute to this question.

Question Four: If you are a provider of a service, what kinds of guidance would you hope to see in the Community-wide Framework?

Read, read, read
Share and discuss
Write, write, write ...
Support, but not replace with, on-line learning.

Question Five: Are there any other comments you would like to make?

My 43 year career in teaching English at Years 7 – 12 had left me convinced of the power of reading, of writing, and of talking and discussion. Equally I am convinced of the destructive effect on literacy of random / uncontrolled use of technology.

Technology is a tool, not a teacher.

The value and power of reading, of writing, of talking and discussion, cannot be over-emphasised.

The place of technology in literacy is valid, so long as it is a resource, a tool, a means.

The power of the whole person in developing literacy cannot be under-estimated.

The power of the whole person in developing literacy must be endorsed and promoted.

Teaching English 7 – 12 has been a privilege, and I have loved the power of reading, writing and discussion in the development of students' literacy.

I have elected to comment for the primary and adult sectors because I see literacy as a continuous aspect of life-long learning and growth. I have maintained my own adult learning through my teaching years. This has been invaluable in both my own personal development, and in enhancing my teaching skills in the secondary sector

I appreciate and value the opportunity to contribute to this consultation.

Thank you.

