Good literacy and numeracy skills improve a person’s quality of life. They make it more likely for someone to have a job, earn a good income, be in good health and be involved with family and community.
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>3</td>
</tr>
<tr>
<td>The Literacy Framework</td>
<td>4</td>
</tr>
<tr>
<td>Our literacy priorities</td>
<td>6</td>
</tr>
<tr>
<td>How we will build literacy skills</td>
<td>6</td>
</tr>
<tr>
<td>- Attention to the importance of oral, augmentative and alternative communication for literacy learning</td>
<td>6</td>
</tr>
<tr>
<td>- Consistent and aligned practices that are informed by evidence</td>
<td>7</td>
</tr>
<tr>
<td>- Valid and reliable measures of impact and learner growth</td>
<td>7</td>
</tr>
<tr>
<td>Attention to the importance of oral, augmentative and alternative communication for literacy learning</td>
<td>8</td>
</tr>
<tr>
<td>Consistent and aligned practices that are informed by evidence</td>
<td>11</td>
</tr>
<tr>
<td>Valid and reliable measures of impact and learner growth in literacy</td>
<td>13</td>
</tr>
<tr>
<td>Literacy in our context</td>
<td>15</td>
</tr>
<tr>
<td>Our goal</td>
<td>15</td>
</tr>
<tr>
<td>What guides us</td>
<td>15</td>
</tr>
<tr>
<td>A collaborative approach</td>
<td>16</td>
</tr>
<tr>
<td>Literacy across life</td>
<td>16</td>
</tr>
<tr>
<td>- Language for literacy</td>
<td>17</td>
</tr>
<tr>
<td>- Learning to be literate</td>
<td>17</td>
</tr>
<tr>
<td>- Literacy for Learning</td>
<td>18</td>
</tr>
<tr>
<td>- Literacy for Life</td>
<td>18</td>
</tr>
<tr>
<td>What's already happening?</td>
<td>19</td>
</tr>
<tr>
<td>Next steps</td>
<td>21</td>
</tr>
<tr>
<td>Glossary</td>
<td>22</td>
</tr>
<tr>
<td>References</td>
<td>24</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>26</td>
</tr>
<tr>
<td>- Literacy action plan consultation register</td>
<td>26</td>
</tr>
</tbody>
</table>
nine red apples

which George picked

from the tree,
Foreword

Minister

Literacy and numeracy provide every child, young person and adult with the best opportunity to succeed, contribute fully to the community and to meet the day-to-day challenges and opportunities in life.

These skills are also key to ensuring productivity and strong economic growth continues in Tasmania. Improving literacy and numeracy skills is one of the Tasmanian Government’s highest priorities.

I believe as a State we must be aspirational if we are to provide all Tasmanians with the tools to succeed. We must set our sights on achieving one hundred per cent functional literacy and actively work together to achieve it.

The Literacy Framework and Plan for Action focuses the Department of Education’s efforts on contributing to improvement in literacy outcomes for all learners over the next four years.

To support its implementation, every Tasmanian school commenced the 2019 year with access to a Literacy Coach to provide at-the-shoulder support for teachers to develop and maintain effective literacy practices and to ensure all literacy instruction is aligned with this Literacy Framework.

One hundred per cent functional literacy is a challenging target, but I believe it is a challenge that as a State we must achieve to ensure every student can look forward to the brightest future.

Jeremy Rockliff MP
Minister for Education and Training

Secretary

The 2018–2021 Department of Education Strategic Plan Learners First: Every Learner, Every Day identifies improved outcomes in literacy and numeracy as one of the four goals to support all learners to succeed as connected, resilient, creative and curious thinkers. Our aim is for all learners to have the skills and confidence in literacy and numeracy to successfully participate in learning, life and work.

Significant effort and resources, provided to deliver a range of literacy and numeracy initiatives and programs across the Department of Education (DoE) over many years, have resulted in steady improvements in learner outcomes. However, improvement is not consistent across the system and some learners continue to struggle.

The Literacy Framework provides a consistent, evidence-based, system-level focus to developing and supporting the use of quality, high-impact and evidence-based approaches to support literacy from birth to adulthood across DoE.

The Plan for Action details how the priorities described in the Literacy Framework will be implemented across our system for all Tasmanians to have the literacy skills needed for learning, life and work.

Using an inquiry approach, the Framework and the Plan have been developed through extensive engagement and collaboration with well over 100 DoE, industry and community stakeholders. We know that learning doesn’t just happen in schools, but is impacted by what happens at home and in the broader community. That’s why we have included parents, carers and community members as important partners in developing our plan.

By promoting a shared language and understanding of what we need to do to improve literacy outcomes, the plan provides an approach to literacy that will guide decision making, resource allocation and improvement planning. It builds on what is currently working in our system and explores what we need to do differently to achieve improvement.

I look forward to leading the implementation of this important work.

Tim Bullard
Secretary – Department of Education

We can’t solve problems by using the same kind of thinking we used when we created them.

ALBERT EINSTEIN
Literacy is the road to human progress and the means through which every man, woman, and child can realise his or her full potential.

KOFI ANNAN
The Literacy Framework determines DEE's efforts to achieve our literacy goal as articulated in the 2018–2021 Department of Education Strategic Plan.

**Literacy Framework**

**OUR GOAL**

Our learners have the skills and confidence in literacy to successfully participate in learning, life and work.

**WHAT GUIDES US**

- 2018–2021 Department of Education Strategic Plan
- Melbourne Declaration
- Tasmania’s Strategy for Children – Pregnancy to Eight 2018 – 2021
- 26TEN Tasmania: Tasmania’s Strategy for Adult Literacy and Numeracy 2016 – 2025

**DOMAINS**

1. **Language for literacy**
   - Skilled and confident learners who use oral, augmentative and alternative communication effectively.

2. **Learning to be literate**
   - Skilled and confident learners who actively engage in creating and interpreting a variety of texts.

3. **Literacy for learning**
   - Engaged and confident learners who transfer and apply literacy skills across all areas of learning.

4. **Literacy for life**
   - Confident and motivated learners who access ways to improve their literacy skills.

**WHAT WE AIM TO ACHIEVE**

- Language for literacy
- Learning to be literate
- Literacy for learning
- Literacy for life

**SYSTEM PRIORITIES**

- Attention to the importance of oral, augmentative and alternative communication for literacy learning
- Consistent and aligned practices that are informed by evidence
- Valid and reliable measures of impact and learner growth

**ACTIONS FOR IMPACT**

1. Develop a public campaign to promote the importance of oral language.
2. Build on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative and alternative communication.
3. Increase access and support for learners to improve oral, augmentative and alternative communication.
4. Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum.
5. Provide evidence-based and endorsed resources to support effective teaching of English for literacy learning across the curriculum.
6. Provide quality and targeted professional learning to build the capacity of leaders and educators to improve their teaching of English for literacy learning.
7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy.
8. Implement the tools and supports for effective measurement of learner growth in literacy.
9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners.

**CHILD AND FAMILY CENTRES**

**EARLY LEARNING HUBS**

**SCHOOLS**

**LIBRARIES**
Our literacy priorities

Identified as key to improving literacy outcomes for all learners, our priorities are:

• Attention to the importance of oral, augmentative and alternative communication for literacy learning.
• Consistent and aligned practices that are informed by evidence.
• Valid and reliable measures of impact and learner growth.

Improving literacy outcomes will be an ongoing goal for the department, with these priorities representing the important starting points for change across our system over the next four years.

What was heard from our extensive consultation, along with current education data, research and evidence forms the basis of this Plan.

How we will build literacy skills

To ensure that all learners have the skills and confidence in literacy to successfully participate in learning, life and work, we commit to the following nine actions for impact to achieve the three priorities:

Attention to the importance of oral, augmentative and alternative communication for literacy learning

1. Develop a public campaign to promote the importance of oral language.
2. Build on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative and alternative communication.
3. Increase access and support for learners to improve oral, augmentative and alternative communication.

There is a need for greater consistency, clarity, coherence, collaboration and capacity to deliver more effective practices in literacy teaching and learning.

WHAT WE HEARD ACROSS OUR SYSTEM
Consistent and aligned practices that are informed by evidence

4. Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum.

5. Provide evidence-based and endorsed resources to support effective teaching of English for literacy learning across the curriculum.

6. Provide quality and targeted professional learning to build the capacity of educators to improve their teaching of English for literacy learning.

Valid and reliable measures of impact and learner growth

7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy.

8. Implement the tools and supports for effective measurement of learner growth in literacy.

9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners.
Attention to the importance of oral, augmentative and alternative communication for literacy learning

What we discovered

The capacity to communicate effectively for a range of purposes is essential for successful participation in learning and society. Research increasingly highlights the critical connections between early language acquisition, verbal interactions, thinking and learning.

Babies and children are exposed to a diverse range of language experiences in the early years of life which influences their capacity to communicate verbally and engage successfully with learning throughout the years of schooling and beyond.

In the digital age, there are many educational, computer-based applications designed for children, even as young as six months. However, even the best-designed and most effective apps cannot replace real-life social interactions with adults and peers. In one study, babies learned elements of language more effectively when face-to-face with a teacher or caregiver than when watching her on video. Recent research shows that young children can learn from digital media, such as touch-screen tablets, but social interaction during this learning experience appears to be essential. – National Scientific Council on the Developing Child

Opportunities for creative and collaborative play, and inquiry learning in language rich environments supports all learners to develop the dispositions required to be curious, creative and confident thinkers and problem solvers.

In the digital age, there are many educational, computer-based applications designed for children, even as young as six months. However, even the best-designed and most effective apps cannot replace real-life social interactions with adults and peers. In one study, babies learned elements of language more effectively when face-to-face with a teacher or caregiver than when watching her on video. Recent research shows that young children can learn from digital media, such as touch-screen tablets, but social interaction during this learning experience appears to be essential. – National Scientific Council on the Developing Child
The first 1000 days of a child’s life are critical in determining their future success. Children from poverty are said to have been exposed to 30 million less words by three or four years of age than children from language rich environments.

– HART & RISLEY

The way in which caregivers and educators interact with children from birth and throughout childhood, can have significant and lasting effects. The first four years are particularly critical. This is when exposure to an environment that is rich in conversational and inquiry language provides children with an increased capacity to positively interact, problem solve, and self-manage, increasing the chances of success across a range of learning areas and contexts.

Learners need to continue to expand their word knowledge and conversational range, to develop the skills and confidence to interact with increasingly complex visual and multimodal forms of communication often in demanding collaborative contexts.

Data gathered in the early years of schooling in Tasmania highlights continuing concerns in the areas of language, speech and understanding. Principals, Child and Family Centre (CFC) leaders and educators report they are seeing an increasing number of learners presenting with significantly lower than expected levels of language, vocabulary and speech.

Similarly, industry reports that poor communication skills can be a barrier to successful participation in work and that they are seeing more school leavers who do not have the ability to communicate effectively in the workplace.

Improving oral, augmentative and alternative communication for all our learners requires an emphasis on intentional and explicit modelling, instruction and assessment practices in all environments from birth to adult learning.

Greater attention to improving oral language skills across all stages and areas of learning is required to support building of every learner’s capacity to be connected, resilient, creative and curious thinkers, problem solvers and learners.

The brain is wired to respond and develop through social interactions. The dispositions required for later learning is the priority in the early years – rather than rehearsing for what will come later.

– NATHAN WALLIS
What we will do

1. **Develop a public campaign to promote the importance of oral language.**

   We will develop a public campaign to promote the importance of oral language at all ages and stages, including the key role parents play in early oral language development. The public campaign will complement and be supported by existing literacy and numeracy campaigns within the department.

   The campaign will include a number of ways to promote oral language, including but not limited to television, radio and printed media advertising; social media and web page posts; production of videos; and a variety of promotional material.

   We will also actively encourage a focus on oral language across all DoE sites and initiatives.

2. **Build on the collaborative culture between speech and language pathologists and educators for a more coherent approach to improve oral, augmentative and alternative communication.**

   We will develop a more collaborative approach to working with and providing speech and language pathology services across our schools and sites. We will do this by acknowledging what we are doing well, and researching and trialling new ways of working together. This will provide a more coherent approach to improve oral, augmentative and alternative communication.

3. **Increase access and support for learners to improve oral, augmentative and alternative communication.**

   We will explore a number of ways to increase learner access to oral, augmentative and alternative communication support. This may include increasing the number of speech and language pathologists in our system; working with the University of Tasmania to provide speech and language pathology training in Tasmania; training para-professionals who specialise in supporting speech and language development; promoting referral pathways for adult learners; and providing our educators with the professional learning and resources to improve speech and language teaching and learning.

---

*Talk is a fundamental vehicle for thinking and learning. Language of learning must be modelled and taught to enable students to describe and articulate their thinking. The power of collaborative conversation cannot be underestimated.*

– JOHN HATTIE
Consistent and aligned practices that are informed by evidence

What we discovered

The DoE Strategic Plan outlines our shared commitment to ensure that actions across our system are aligned to provide the best outcomes for our learners across four goal areas including literacy.

Careful consideration needs to be given to ensuring that our practices are aligned across all strategic frameworks, including the early years, child and student wellbeing, school improvement and adult learning frameworks.

A scan of current practices about how best to teach literacy skills revealed a high degree of variation across and within schools and sites. While many schools and networks of schools are becoming more cognisant of the need for consistent approaches based on the best evidence available, clarity about what these approaches are and how best to implement them remains challenging for many leaders and educators.

Although the DoE Good Teaching Guides are highly valued and well utilised by some sites, in general this use is often dependent upon individual leadership rather than a system expectation.

Schools and sites are bombarded with expert advice on what works best, offering a broad range of programs and resources which can contain conflicting messages about what is appropriate practice.

High performing systems both nationally and internationally claim high levels of consistency and coherence in their approaches to teaching and learning. Clarity about what our system identifies as proven practices for maximum impact need to be determined, documented and effectively delivered across all schools and sites.

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

– GEOFF MASTERS
What we will do

4. Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum.

   We will develop clear guidelines that describe endorsed practices for the teaching of English across the curriculum. This will ensure alignment of approaches and support the improvement of literacy skills from the early years through to adult learning.

5. Provide evidence-based and endorsed resources to support effective teaching for literacy learning across the curriculum.

   We will review and refine current DoE documents and resources to support the use of department endorsed practices for the teaching of English for literacy learning.

   We will then develop a web-based literacy portal that is accessible and relevant to all sites and services to share these resources.

6. Provide quality and targeted professional learning to build the capacity of educators to improve their teaching of English for literacy learning.

   Literacy leaders across our system will gather evidence to support the identification of educator needs in the effective teaching of English for literacy learning. This will enable us to determine professional learning requirements and how best to deliver it to our educators.

---

The most important single factor influencing learning is what the learner already knows. Ascertain this and teach accordingly.

– DAVID AUSUBEL
What we discovered

Over recent years, there has been an increasing reliance on summative assessment to inform and guide teaching and target interventions. While these data are key to highlighting system trends, strengths and gaps in performance, they do not provide students or teachers with the information they require on an ongoing basis to inform and target teaching and interventions or to assess the impact of teaching.

Emerging research in neuroscience provides insight into the way children and adolescents develop cognitively and stresses that performance at any one time can be a poor predictor of performance at other times under different conditions. Development follows a jagged line of sharp growth followed by a period of consolidation, rather than an even set of developmental age-grade patterns.

Inconsistent assessment tools and practices are currently being used to measure and track student learning in literacy across our schools and sites.

The Review to Achieve Educational Excellence in Australian Schools recommends the implementation of learning progressions to describe the observable indicators of increasing complexity and sophistication of the use of the English language and how literacy learning develops over the years of schooling.

Educators require more accurate information and support so they can improve outcomes for their learners. This will assist them to gather evidence of growth, determine what is changing for their students and be confident in their knowledge of the sequence of curriculum content.

It is well documented that timely and accurate feedback to learners has a positive effect, but it requires educators to provide learners with detailed information about where they are in their learning and what both learners and educators can do to improve.

A system wide consistent means of measuring and monitoring progress of student learning supports a collaborative approach to assessment and collective accountability for improvement, increasing educator understanding of curriculum content and the impact their teaching is having.

A resounding comment from educators across sites and schools was the need for a more effective and consistent way to measure learner progress. Students indicated that their learning is best supported by timely and ongoing feedback, encouragement of their efforts, and support in identifying ways they could progress.

Strengthen teacher and school leader capacity to target teaching and track student progress: improve the training of new teachers around assessment and the use of data and provide on-the-ground support and professional development to existing teachers and school leaders.

– GOSS & HUNTER
What we will do

7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy.

We will develop a clear, system-wide policy for assessing and monitoring learner progress in literacy that will be effectively communicated throughout our system. Once the policy is developed we will provide system-wide and differentiated professional learning to improve formative assessment practices. This process will review and build on current approaches used to monitor learner progress.

8. Implement the tools and supports for effective measurement of learner growth in literacy.

We will explore the range of tools used to measure learner growth in other jurisdictions along with work being undertaken nationally. We will then either adopt or develop a new tool to meet our needs. Once the measurement tool has been determined we will provide professional learning and supports to ensure effective implementation.

9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners.

We will explore existing practices that measure impact of literacy policy actions on learner growth from other jurisdictions. We will then either adopt or develop new measurement practices to meet our needs. Professional learning will be provided to our educators to ensure effective implementation.
Literacy is a key capability that is supported and taught through the Early Years Learning Framework and the Australian Curriculum across our sites. Literacy is not a subject, but is part of learning in all areas of the curriculum, primarily English. Capacity for educators to teach the curriculum is also recognised.

Libraries and Child and Family Centres support parents and adult learners to improve their literacy skills, for themselves and their families, before, during and after formal schooling.

DoE hosts 26 TEN, Australia’s unique whole-of-state adult literacy and numeracy strategy that provides direct literacy and numeracy support through its employer and community grants program.

Our goal is aligned with the 2018–2021 Department of Education Strategic Plan Learners First: Every Learner Every Day and highlights the importance for all our learners to have both the skills and confidence in literacy to participate in learning, life and work.

Our work has been guided by evidence, data and research, along with a range of strategies, policies and curricular frameworks including:

- 2018–2021 Department of Education Strategic Plan
- Australian Curriculum
- The Early Years Learning Framework
- TASC Accredited Courses
- Good Teaching Literacy Guides
- Melbourne Declaration on Educational Goals for Young Australians
- Tasmania’s Strategy for Children – Pregnancy to Eight 2018–2021
- 26TEN Tasmania: Tasmania’s Strategy for Adult Literacy and Numeracy 2016–2025
A collaborative approach

The Literacy Plan for Action has been developed through an inquiry approach to gather information, data and evidence about our current state, identifying strengths and gaps to determine what we need to do as starting points for improvement over the next four years.

We started our inquiry by asking:

Why are so many learners in our system not achieving or progressing to the level of literacy we expect, to enable them to successfully participate in learning, life and work?

Using an inquiry approach we defined the four domains of literacy learning, to refine our system priorities and then to develop actions that will improve the way we support literacy learning.

Our work began with an extensive scan of the available data and an examination of the research and literature. We consulted widely with a vast number of stakeholders across our sites and services, both inside and outside our department. This allowed us to identify what works and what doesn’t work in each context. A list of stakeholders is at Appendix 1.

We assessed the information, which showed the current situation and highlighted the areas for improvement. This assessment also helped to identify the three system priorities.

We then went back to stakeholders to gather input into high-impact actions as starting points for change in the way we support our learners to develop and grow their literacy skills.

Throughout the process we tested the priorities, actions and other key themes that emerged from our work within and outside our system to ensure that the Framework and the Plan are consistent and aligned with what we discovered and what we heard.

Literacy across life

The Literacy Priorities and Actions were developed with an understanding that literacy is acquired within a learning continuum from birth to adulthood. Through our work we defined four distinct domains within the learning continuum that describe focus areas of improvement for all our learners as they progress through the stages of learning to become literate.

These domains include:
Language for literacy

Building every learner’s capacity and confidence to effectively communicate and interact through conversation and collaboration to express and receive information.

Oral language and the use of augmentative and alternative communication (AAC) is a critical enabler for thinking and learning as we progress from birth, through school and into adult life. The human brain is wired to interact with other humans from the first moments of life. We listen, respond and refine how we communicate our basic needs and most complex problems.

Developmentally appropriate speech and language skills are critical in learning to formulate and express ideas, engage with others, and to recognise the sounds, symbols and patterns of the English language. Opportunities for dialogic learning, expressive and receptive language, and to extend word knowledge need to be provided across all educational settings.

Language needs to be intentionally planned and explicitly taught throughout a learner’s life. This enables them to articulate, describe and monitor their learning, to develop thinking skills and construct new understandings.

What we aim to achieve at this stage:

• Our learners are curious and confident communicators who want to learn.
• Our educators provide opportunities and environments that promote oral language and AAC.

Learning to be literate

Learners need to gain the knowledge, understanding and skills to engage with written language with fluency and enjoyment for a range of purposes. That is, they need to confidently interpret, decode, encode, comprehend, create and compose texts.

Learning environments need to provide opportunities and time for deep learning and active engagement. This enables learners to consolidate, embed and apply literacy skills and understanding across all contexts.

Learning to effectively use the English language to read and write a range of texts for a variety of purposes is both complex and challenging. Providing guidance and advice through the development of mutually-agreed and proven approaches to teaching of curricular content for literacy learning will provide greater consistency and coherence for our educators and schools to support improved learning outcomes.

Curriculum content must be delivered in ways that engender confidence, creativity, resilience and curiosity to allow learners to experience the rewards that becoming literate can bring.

What we aim to achieve at this stage:

• Our learners are skilled and confident readers and writers who are actively engaged in literacy learning from birth to adulthood.
• Our educators have the tools and supports to effectively teach curriculum content to improve the literacy capabilities of their learners.
• Families and carers have the environments and supports to engage in their learner’s literacy journey.
Literacy for Learning

Learners use a range of literacy capabilities and skills to meet the increasing complexity of the literacy demands within and across all subject areas of the curriculum.

Literacy needs to be part of a whole-school framework and improvement agenda, where all educators see themselves as teachers of literacy. Connecting the subject content and ensuring all learners can manage the literacy demands within it, supports learner’s capacity to learn successfully. The literacy requirements of all subjects need to be well known and considered. Specific language and concepts need to be taught explicitly.

Every teacher, regardless of subject or year level, needs to have the content knowledge and practices to support learners to improve their literacy skills.

The focus must continue to be on building subject specific vocabulary, structures, features, and conceptual understandings to express and interpret information using a range of media and technologies.

What we aim to achieve at this stage:

- Engaged and confident learners who apply and transfer skills to construct knowledge and understanding for themselves and others.
- Educators who know, and effectively teach the literacy demands across all areas of the curriculum.
- Families and carers who are able to support their learners in literacy.

Literacy for Life

Learners are supported to improve their literacy capability so they can continue to participate fully in life and work in the modern world. With better literacy skills learners can also improve their own intellectual, physical and mental well-being and that of their families and communities.

Our learners’ needs are unique and diverse. While many achieve success throughout their learning experiences, many do not develop the skills required to fully participate in learning, life and work.

Monitoring literacy learning and providing targeted and personalised teaching is vital for learners in the school years to ensure they have the skills they need when they leave school.

Support must continue after learners leave school, so they can meet the increasing demands of literacy in the modern world. For example, increased use of technology and the online environment, and increased demands in the workplace with issues such as compliance with health and safety requirements.

It is also important that parents and carers have the literacy skills to support their children’s learning.

What we aim to achieve at this stage:

- Learners have the confidence and motivation to access the help they need to improve their literacy skills.
- Educators provide multiple access points and a range of opportunities for learners to improve their literacy skills.
- Families and carers have the environments and supports to improve their own literacy skills.
What’s already happening?

Our work revealed a wide variety of literacy programs, initiatives and supports that currently exist in our system. These programs, supports and initiatives are targeted at our learners from birth to adulthood, our educators and leaders, and are designed and implemented to either directly impact student literacy outcomes, or indirectly influence through building the capacity of educators and leaders.

**Existing programs and initiatives include:**

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>SUPPORTS</th>
<th>INITIATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Years</strong></td>
<td><strong>Launching into Learning</strong></td>
<td><strong>Early Years Network Leaders</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Learning in Families Together (LIFT)</strong></td>
<td><strong>Early Childhood Intervention Services (ECIS)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Speech and Language Pathologists</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Schools</strong></td>
<td><strong>Middle Years Literacy Project</strong></td>
<td><strong>Lead Literacy Coaches</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Literacy Coaches</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Good Teaching Literacy Guides</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Speech and Language Pathologists</strong></td>
</tr>
<tr>
<td><strong>Libraries Tasmania</strong></td>
<td><strong>Rock n’ Rhyme Storytime</strong></td>
<td><strong>Work Ready Support</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Summer Reading Club</strong></td>
<td><strong>Reading, Writing + Maths Support</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Adult literacy programs</strong></td>
<td><strong>Literacy Coordinators</strong></td>
</tr>
</tbody>
</table>
In early 2019 the Literacy Project Team will partner with key stakeholders from across our system to develop and plan the implementation of each Action for Impact for all of our learners. Responsibility for the implementation of the Actions will sit at a system level, but will include input from system leaders, educators and school leadership teams.

An Implementation Plan will be released in May 2019 that outlines the detail for each of the Actions for Impact, timeframes and allocation of lead and partner implementation teams.

### Actions for Impact

<table>
<thead>
<tr>
<th><strong>Attention to the importance of oral, augmentative and alternative communication</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a public campaign to promote the importance of oral language.</td>
</tr>
<tr>
<td>2. Build on the collaborative culture between speech and language pathologists and educators for a more coherent approach to oral, augmentative and alternative communication.</td>
</tr>
<tr>
<td>3. Increase access and support for learners to improve oral, augmentative and alternative communication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Consistent and aligned practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Provide system-wide guidance for literacy learning through the effective teaching of English for literacy learning across the curriculum.</td>
</tr>
<tr>
<td>5. Provide evidence-based and endorsed resources to support effective teaching of English for literacy learning across the curriculum.</td>
</tr>
<tr>
<td>6. Provide quality and targeted professional learning to build the capacity of educators to improve their teaching of English for literacy learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Valid and reliable measures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Develop clear expectations and guidelines to build system-wide understanding of the measurement of learner growth in literacy.</td>
</tr>
<tr>
<td>8. Implement the tools and supports for effective measurement of learner growth in literacy.</td>
</tr>
<tr>
<td>9. Implement the tools and supports to measure the impact of system-wide literacy actions on our learners.</td>
</tr>
</tbody>
</table>
Glossary

**Augmentative and Alternative Communication (AAC)**

Includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. People with severe speech or language problems rely on AAC to supplement existing speech or replace speech that is not functional. Augmentative communication methods such as picture symbols, manual signs and speech generating devices are used in addition to speech, while the same methods used as alternative communication are used instead of speech. This may increase social interaction, performance, and feelings of self-worth. AAC users should be encouraged to use speech if they are able to do so. The AAC aids and devices are used to enhance their communication.

**Curriculum**

The term curriculum refers to the lessons and academic content taught in a school or specific course or program. It typically refers to the knowledge and skills students are expected to learn, which includes the learning standards, or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations and readings used in a course; and the tests, assessments and other methods used to evaluate student learning.²

**Educator**

Our Educators include those who provide instruction or education across our Child and Family Centres (CFCs), Early Learning Hubs, schools and libraries.

**Functional Literacy**

Using printed and written information to function in society, to achieve one’s goals and to develop one’s knowledge and potential.³

**Inquiry Cycle**

Our approach to improvement involves the use of Inquiry Cycles, an established educational improvement practice used in high performing education systems worldwide. The Inquiry Cycle process provides us with a process to make evidence-based decisions on where we are and where we need to go.

The Inquiry Cycle process for improvement is based on decades of global research to help people to better understand their context through data and evidence. Our inquiry approach was developed with input from experts such as Ben Jensen and staff.

**Learner**

Every person can develop to be a competent and capable learner. DoE interacts with learners in a range of different contexts and settings including CFCs, Early Learning Hubs, schools, libraries and through workforce development.

---

² The Glossary of Education Reform www.edglossary.org/curriculum/
³ NCES, 1992 National Adult Literacy Survey, P3 p3
Literacy/Literate

In the Australian Curriculum students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Literacy is expected to develop as students move through the learning areas of the Australian Curriculum.

Literacy Leaders

Our Literacy Leaders include Early Years Network Leaders, Lead Instructional Coaches and Libraries Tasmania Literacy Coordinators.

Oral Language

Oral language encompasses two components. Expressive language (speaking) is the use of words and non-verbal processes to share meaning with others. Receptive (listening) language is the process of understanding what has been expressed.

Para-professionals

In the context of the Plan para-professionals refers to Teacher Assistants/Speech Aides who are provided with specialised training in speech and language therapy to formally recognise their role and function.

Sites

Sites refer to each individual DoE facility or location including schools, libraries, CFCs and the soon to be established Early Learning Hubs.

Supports & Resources

Supports and resources refers to providing human, material and financial resources to ensure successful implementation of the Plan.

System-wide

System-wide refers to all government schools, libraries, CFCs, soon to be developed Early Learning Hubs and supporting business units across all divisions.

Whole of Department

All sites and business units of the Department of Education.

---

4 Australian Curriculum General Capabilities Literacy www.australian.curriculum.edu.au
References


Department of Education, Parent Survey, 2017


Doyle, K., Te Riele, K., Stratford, E. and Stewart, S. Teaching literacy: Review of literature 2017 (Tasmania: Peter Underwood Centre for Educational Attainment, University of Tasmania, 2017)

Education Queensland, Moving Literacy Forward P-12 Focussing on Quality teaching for successful learning, 2017


Hopkins, D and Craig, W, Curiosity and Powerful Learning (Melbourne: McREL Australia, 2015)

Jensen, B et al, *Implementing the System Improvement Strategy Report 3 for the Tasmanian Department of Education* (Learning First, November 2017)

Jensen, B et al, *Critical Features of Inquiry in Tasmanian Schools* (Learning First, December 2018)

Lyon, G, ‘Reading disabilities: Why do some children have difficulty learning to read? What can be done about it?’ *Perspectives* [online journal] 29(2) 2003 <www.interdys.org> accessed 2018


Mikaere-Wallis, N, ‘Neuroscience and Learning’ ACEL, Brisbane, 4 June 2018


Appendix 1

Literacy plan for action consultation register

The Literacy Project Team met with a vast number of internal and external stakeholders in the development of the Plan, a list of whom includes:

**DoE schools/sites**
- Mowbray Heights Primary School
- Kings Meadows High School
- East Devonport Child and Family Centre
- Smithton Primary School
- Boat Harbour Primary School
- Penguin District School
- Montagu Bay Primary School
- Chigwell Child and Family Centre
- Kingston High School
- Waimea Heights Primary School
- Hobart College
- Somerset Primary School – experienced and beginning teachers
- Havenview Primary School – Reading Inquiry
- Ulverstone High School – teachers and students
- West Ulverstone Primary School – teachers and students
- Parklands High School – teachers and students
- Burnie Primary School – teachers and students
- Hellyer College – teachers and students
- Reece High School – teachers and students
- Romaine Park Primary School
- Montrose Bay High School – teachers and students
- Clarence High 11/12 Extension School – teachers and students
- Devonport Primary School – teachers and students
- Taroona Primary School – teachers and students
- Glenorchy Library
- Boat Harbour Primary School
- Launceston Big Picture School
- Scottsdale High School
- Rosny College
- Elizabeth College
- School of Special Education North West
- Northern Support School
- Southern Support School

**School/site leaders and supports**
- Principal Education Officers
- Principal Network Leaders
- School Improvement Team
- Principal Briefing Meetings, North, North West and South
- Child and Family Centre Leaders
- Southern Literacy Coaches
- Northern Literacy Coaches
- Early Years Network Leaders
- Speech and Language Pathologists North
- Learning in Families Together Coordinators
- Together We Inspire Participants
- Middle Years Literacy Project Coordinators
- Lead Instructional Coaches

**School/site Clusters**
- Burnie Literacy Inquiry Group
- Literacy Inquiry Group
- Connect 6 Principals KMHS
- Latrobe/Kentish Cluster
- Burnie BOP
- Riverside Cluster
- West Coast Principals
- Central Coast Principal Group
- Derwent Valley Cluster
- Taroona Principals Cluster
- Circular Head Cluster
- Jordan River Cluster
DoE Leadership
Executive Group
Strategic Plan Implementation Steering Committee
Senior Leadership Group
Deputy Secretary, Support and Development
Deputy Secretary, Learning
Deputy Secretary, Strategy and Performance
Secretary

DoE Business Units and working groups
B4 Coalition
Child and Student Wellbeing
Curriculum Services – Literacy Team
Education Performance and Review
Strategic Priorities Thinking Group
Strategic Policy and Planning
Libraries Tasmania
Early Years Partnerships and Project
Early Learning
Strategic System Improvement
Government Education and Training International
Years 9–12 Project
Inclusion and Diversity Services
Professional Learning Institute
Vocational Learning and Career Education
Literacy Action Thinking Group

Industry
KPMG, Director
InCat, HR Director and Apprentice Coordinator
Tasmanian Hospitality Association
Boags, Brewery Manager
Tassal, HR Manager
Glenorchy LEARN

Researchers and Literacy Experts
Ben Jensen, Learning First
Doug Fisher, Visible Literacy Workshop
Nathan Wallis, Neuroscience and Learning Conference
Queensland Department of Education, Literacy Team
Dr Judith Hudson, Education Researcher, University of Tasmania
Jennifer Buckingham, Five from Five
Dr Matthew Kirkcaldie, Neuroscientist, University of Tasmania
Nenagh Kemp, Psychologist, University of Tasmania
Rosalie Martin, Speech Pathologist and Chatter Matters
John Hattie, Visible Learning Conference

External Stakeholders
Peter Underwood Centre
26TEN
Tasmanian Principals Association
Australian Literacy Educators Association – South
Australian Education Union – Tasmania