Literacy Community-wide Framework – Tasmania

Have your say!

Current Practice

1. **What is currently working well to improve literacy?**
Science of reading
In our system, we have begun a system wide approach which ensures that we are all using a consistent approach to develop the literacy knowledge, skills and understandings of our students. A lot of money has been invested to provide PL for Staff as well as resources to support this.

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 the program been evaluated.
We are implementing the MultiLit programs across our schools. These include programs for all students (Tier 1) to access including intervention programs for small groups of students who require extra support - Tier 2 & 3. These programs are facilitated by Leadership members and delivered by classroom teachers with the support of teacher assistants. It is a whole class approach to begin with and then for particular components, students work on learning experiences differentiated according to their levels. Students go through initial testing to begin with and complete regular cumulative reviews, ensuring that it is data driven. We also have a targeted teaching team to support these processes.

3. **Referring to the organisational map on p.35.**
Identify gaps –
Identify opportunities –

Identify supports that are needed –

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4. **Measures and Targets**

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

Continue to use the current measures NAPLAN, PAT etc. already mentioned

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

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?**