The Tasmanian Adult Literacy Action Plan 2010 - 2015

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Tasmanian adult literacy action plan 2010-2015

$17m over six years and three strategies to establish:

1. A community and workplace network of adult literacy support

2. A state-wide team of literacy coordinators supported by trained volunteers to drive the adult literacy network

3. Key indicators to measure improvements in support and outcomes
Everyone knows about adult literacy

Everyone is supported to improve their skills and help others

Everyone communicates clearly
26TEN snapshot

- 26TEN Network
- www.26ten.tas.gov.au
- 1300 00 2610
- plain English + awareness workshops
- awareness campaign
- grants program
- practitioner community of practice and professional development
Literacy Coordinator Network

- 23 coordinators
- 19 locations
- 3 specifically for justice system
- 600 active tutors
- over 1000 trained volunteer tutors
Building capability and capacity
**LLN Practitioner Table**

- provides some understanding of what contributes to the professional identity of practitioners in the LLN field
- captures:
  - the range of adult qualifications and experience of LLN practitioners
  - the range of skills and knowledge, desirable attributes and professional development focus areas of LLN practitioners
  - the place of other job roles associated with the LLN field
  - the career trajectory from entry level LLN practitioner to specialist LLN practitioner
The LLN Practitioner Table in:

- Tasmania
- the Australian context
Using finer gradations of the ACSF
Option 3
focus area/s

Option 4
performance features

Option 5
text types

Option 6
level of support

Option 7
domains
What constitutes meaningful LLN progress?

• ‘You can’t say you’ve moved a person a whole level unless you have a huge amount of evidence. SEE guidelines outline the expectation that learners are meant to progress one level in one indicator per 100 hours approximately.’ (12)

• ‘Learners do make progress but it is not measurable in the way the ACSF is reported.’ (12)

• ‘An employee needed to produce a newsletter and I gave her 4 hours of instruction on Publisher so that she could take up this role within her organisation.’ (10)

• ‘You can’t say there’s an improvement in 12 hours, not an ACSF level.’ (11)
Stage 1 Recommendations

• trial the options outlined in the table
• situate the report and the trial in the national arena by seeking the support of the federal Department of Education and Training who have responsibility for the ACSF
• broaden the research and trialling of possible options to other states and territories to strengthen the veracity of finds on this issue
Case Study

Manufacturing
• Current ways of measuring outcomes against whole indicators or cores skills the ACSF is too broad to provide evidence of finer gradations of progress

• Progress evident to teachers, learners and employers is often rendered invisible and becomes inaccessible to program evaluation and to funding bodies

• There is a pressing need for centrally referenced, consistent benchmarks to track LLN progress where it is not possible to report movement at the broad performance levels of the ACSF