



## Expression of Interest

Workforce planning and development for  
the Tasmanian adult literacy and numeracy workforce

### Important Dates (2020)

8 May	Expression of interest opens
22 May	<i>Expression of interest closes</i>
1 July	Consultant begins work
18 September	Updated workforce profile completed
20 November	Consultancy completed Deliverables provided: workforce plan, pathway map, governance structure and learnings

### Contact

For further information and to discuss the project, please contact Jennifer Dunbabin, Chair, Workforce Development Steering Committee, on 0414 632 537 or [tcalmanagecomm@gmail.com](mailto:tcalmanagecomm@gmail.com).

### Submission

Please complete the Expression of Interest form and email it to [tcalmanagecomm@gmail.com](mailto:tcalmanagecomm@gmail.com) by 5 pm on Friday 22 May 2020.

The form is at the end of this document.

## **Introduction**

The Tasmanian Council for Adult Literacy (TCAL) is developing a workforce development plan for the Tasmanian adult literacy (and numeracy) workforce. TCAL's aim is to grow and strengthen the workforce and sector. Skills Tasmania has funded this work as part of its workforce development grants program.

The sector is diffuse and small, without a strong sense of identity as yet. TCAL will lead a whole of sector approach to its workforce planning and development. TCAL is a voluntary not-for-profit association and will develop along with the workforce.

The project has two aspects:

- developing the workforce development plan
- building the sector and TCAL's skills and resources to manage and implement this, and future, workforce development plans.

We are seeking a suitably qualified and experienced consultant to do this work on behalf of the Council.

## **Consultant requirements**

We list the following essential attributes needed to do this work.

- 1 Detailed and strong knowledge of the Tasmanian adult literacy sector.
- 2 Previous experience in workforce planning and development.
- 3 A thorough understanding and knowledge of the Australian national adult literacy practitioner sector and its governance.
- 4 A good understanding of the 26TEN Campaign.
- 5 Ability to write clearly and concisely.
- 6 Available to do the work in our timeframe.
- 7 Strong communication skills, flexibility, and curiosity.

## **Project objectives and outcomes**

### *Objective*

To strengthen and expand the adult literacy and numeracy workforce to meet Tasmania's employment and community requirements.

### *Outcomes*

- 1 Accurate baseline workforce data, with sector agreement and method to gather this data regularly (annually).
- 2 Increased availability of clear and accurate information about current qualification options and pathways.
- 3 Improved pathways for entrants to the sector, including training available in Tasmania.
- 4 Enhanced understanding of future workforce needs and a plan to meet those needs.
- 5 An actionable workforce plan developed and endorsed by the sector.
- 6 Governance arrangements in place to develop and monitor adult literacy and numeracy workforce strategies and activities.

## *Deliverables (outputs)*

- 1 Finalised Workforce Profile (due 18 September)
- 2 A detailed Tasmanian Adult Literacy and Numeracy Workforce Development Plan 2021-2022, with a further three years mapped out but in less detail (2023-25) (due 20 November)
- 3 Future governance model (due 20 November)
- 4 Project Learnings (if required) (due 20 November)

## **More detail about the project**

This project has been underway since mid-2019 with another consultant. The workforce profile is nearly complete and some focus groups have been run for the three domains (education, workplace, and community). All documentation from this work will be available to the consultant. Further consultations will likely be required.

Overall, it is a high priority for the project that we engage with individuals and employers in the sector throughout the work. We expect a draft version of the plan to be shared with the sector prior to its completion.

We set out below the overall project scope.

Our definition of the adult literacy workforce is:

Adult literacy practitioners are people, paid or unpaid, working within the three domains, who have a specified function of building adults' literacy and numeracy skills. The domains are workplace, community, and education.

This definition was developed by the Adult Literacy Practitioner Workforce Advisory Group.

## ***Project Scope***

### **Aspect 1 – workforce planning and development**

#### Stage 1 – workforce planning

- knowing the current workforce capability and capacity (workforce profile)
- gaining agreement from employers to collect workforce data annually
- forecasting the future needs for this workforce, taking into account the impact of 26TEN

Research the context of the adult literacy and numeracy sector, and develop an initial profile of the demographics, qualifications, and state and national contexts of the workforce.

*This work is underway with a draft profile completed.*

#### Stage 2 – building the workforce plan

We anticipate there will be significant commonality of issues and needs between the domains, as well as the specific requirements of each domain.

Consultation with the three domains and employers about their challenges and needs.

The plan will include:

- mapping out a pathway to entry to and progression in the profession, adding stepping stones if necessary
- mapping qualifications appropriate to all practitioners and recommending how they can be delivered in Tasmania
- recommending how to maintain and increase the skills of existing workers across the three domains (workplace, community and education), and
- bolstering/heightening the awareness of and buy in to an adult literacy workforce among practitioners, employees, and decision makers
- identifying ways to fund workforce development (in the 26TEN sense) and developing proposals for funding organisations.

Because of the somewhat unformed nature of the sector, we require a five year view of this plan. We believe this amount of time will be needed to build capacity in both practitioners, employers, and the peak body.

For Stage 3, implementing the plans, we would apply for a further grant.

Stages 1 and 2 will be informed by the work done by Escalier McLean in 2014 for 'A Workforce Development Plan for the Tasmanian Adult Literacy Workforce'. Please note, the data in this report is not reliable and is not to be used as part of this project. An important element of Stage 1 is knowing exactly how many people in the workforce and some basic demographic data.

## **Aspect 2 – building the sector and TCAL's skills and resources to manage and implement this, and future, workforce development plans.**

The second aspect of the project, building the sector and TCAL's skills and resources, will be threaded through all the phases of the first aspect. During consultations with practitioners and employers there will be many opportunities to raise awareness, invite membership of TCAL, and discuss what being part of this workforce means to practitioners.

Included in the grant was 8 hours a week for a Project Coordinator. Sian Midgley was appointed to the role. She has been, for TCAL and the sector:

- the hub for all sector-wide actions and communications for the project
- administered the project for TCAL including reporting requirements to Skills Tasmania (with the Steering Committee's direction)
- supported the Project Steering Committee and Reference Group
- liaised with and organise consultations and events for the consultants.

Similar support will be available to the consultant contracted to do this work.

TCAL, members of the Adult Literacy Workforce Advisory Group's, and the Reference Group's, participation in the project will all build their knowledge and skills of workforce development. Some specific skills building will be part of this aspect of the project.

## **Background to the project**

Appropriate levels of literacy and numeracy skills are essential building blocks for ensuring that all industries have an appropriately skilled and flexible workforce. The priority industries named in the Ministerial Priorities for Training and Workforce Development 2018-2021 all require a literate and numerate workforce to function successfully.

Adult literacy practitioners make a significant contribution toward building a literate and numerate workforce, and aid in meeting Ministerial Priority 5 – support all Tasmanians to access training and gain skills to participate in the economy and community.

This project builds on existing workforce plan commissioned by Skills Tasmania, on behalf of the 26TEN Coalition, in 2014. It aims to ensure that adult literacy practitioners have the capacity and capabilities to lift learners' literacy and numeracy levels so that learners can then effectively participate in training and work.

Australia's 2015 National Foundation Skills Strategy for Adults sets out the underpinning need. More than 7.5 million Australian adults, including over 180,000 adult Tasmanians, don't have the literacy and numeracy skills needed to participate fully in today's workforce.

The trend for higher skill requirements for many jobs adds to the importance of improving literacy and numeracy skills.

The Tasmanian Council for Adult Literacy (TCAL) is the peak body for adult literacy practitioners and organisations, which aims to contribute to the development of adult language, literacy and numeracy in Tasmania. TCAL is a member of 26TEN, which aims to lift adult literacy and numeracy levels by 10% by 2025. Essential to achieving this goal is ensuring that there are enough adult literacy practitioners with the appropriate skill sets, across the three domains (education, workplace, and community).

Adult literacy practitioners are defined as "people, paid or unpaid, working within the three domains which have a specified function of building adults' literacy and numeracy skills." This can range from an employee who is mentoring literacy and numeracy in the workplace, to a volunteer literacy tutor, through to a specialist practitioner working in the Skills for Employment and Education program or a 26TEN grant project.